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ABSTRACT

To identify the occupational and educational aspirations and expectations of Louisiana high school students and relate these aspirations and expectations to their background of experiences, 13,607 students (7,021 girls and 6,586 boys) were interviewed in a group situation. The findings suggest that high school students develop strong occupational interests early, with at least tentative choices made before they reach the 11th grade. However, occupational information provided in school has little influence on occupational choices, although there is evidence to show that such material is available. Student educational aspirations and expectations, like those considered vocational, are influenced most by the home and friends, but may develop unrealistic aspirations for prestigious careers when work more appropriate to their abilities should be considered. It was recommended that schools provide early organized and realistic information about career opportunities and that the curricular design should be made more flexible by providing more training options. The interview schedule, student occupational choices, statistical tables, and participating schools are appended. (SB)

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C. L. Mondart, Sr.
C. M. Curtis
L. H. Dobbins

Vocational Agricultural Education
School of Vocational Education
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Louisiana State University
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PREFACE

Success in life is growing more dependent upon whether one gets a good high school education. Life daily becomes more complex, requiring more knowledge and skill to cope with its problems. Besides, for most people the high school is terminal. Once the function of the high school was simple: how to meet the needs of the college-bound student. Today, it has to answer other questions of equal or greater significance: how to provide for the needs of those not going to college — those who are headed for the labor market. What facilities to assemble for occupational training and even more important: how to attract capable and dedicated people to plan and handle the kinds of training programs a changing society must have?

Unquestionably, many steps could be involved in solving the problem: one is to gather sufficient new information to at least define it. Happily, educators subscribe to the research tradition; they apply its methods in teaching and decision-making. In this context, nothing could be more logical than to make an assessment of educational and occupational development of high school students to supply educators with information which can be useful in solving problems occurring outside the classical pattern.

Whether the school wants to or not, it must play a bigger role in helping students to choose an occupational ladder; once a choice is made, they must be helped as far up the ladder as they can go in school. Advancing up the ladder requires both education and training — primarily, the kinds related to the ladder chosen. Conceivably, educational and occupational aspirations of students, and factors influencing them, may afford answers to school people who are conscientiously searching for methods of curricula reform and improvement of instruction.

Today's workworld offers thousands of opportunities to young people; which one a high school student chooses is not of primary concern to the school. Rather, its major concern is the decisions students make about themselves in relation to these opportunities. Forcing a decision is not a school function, but providing an environment favorable to decision-making is a necessary school accomplishment if it is to help each student identify and utilize his talents to achieve maximum benefits to society and himself. The real beginning of a rational decision occurs when the individual understands the work opportunities available to him; he must know the alternatives with which he is faced. After a choice is made relevant preparation can be provided.

At the moment among the challenges to the high school is one of being willing to make occupational development a major purpose; to become a reality at least two needs must be resolved: vocational education must become a part of the basic educational program — not separate from the rest of the high school; additionally the school must move into a position where it can be seen by students as a total organization—not just vocational training—dedicated to their interests and needs.

Vocational teachers alone cannot do the job; only a team of educators can: administrators, counselors, academic and vocational teachers. All must share the obligation of giving students the kinds of educational experiences occupationally minded students must have. Admittedly, considering the nature and magnitude of the problems involved, meeting these challenges infers change — educational change — and change to have substance must be based upon information obtained by research.

What is to follow in this report is a product of research; a critical investigation for assessing existing conditions in Louisiana high schools to determine status of student occupational and educational choices; also, for making comparisons between factors influencing choices. The research was a coordinated effort shared by: Louisiana State University, Parish Superintendents of Schools, High School Principals, School Counselors and a sampling of high school students. A listing of Superintendents and Principals is found in Appendix D.

Persons assisting with the gathering of information were: Dr. Thelma H. Leonard, Home Economics Professor; Gwendolyn Wylene Aldredge, Diane Vivian Bueto, Jacquelyn L. Wallace, Graduate Assistants in Home Economics; Vanik S. Eaddy, Karlos W. Hanchey, Wayne Wells, Bennie Cox, and Robert Wolff, Graduate Assistants in Vocational Agriculture Education; Dr. J. C. Atherton gave editorial assistance and Mrs. Mary McMinn and Mrs. Alice Anders gave secretarial assistance.

Grateful acknowledgment of help with the research is accorded to all persons named. Unnamed are the host of students who so willingly gave their educational and occupational plans. To them is expressed great appreciation together with a fervent hope for successful careers.

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SECTION I

THE PROBLEM

Introduction

In an era during which frequent criticism is being directed towards the secondary public school by young and old alike — the youth revolt or leave school, while their elders in increasing numbers vote against support tax proposals — nothing could be more timely than taking a look at one undeveloped area — i.e., occupational-development, a critical phase in the history of the high school, as it strives to meet the changing needs of a changing world.

The simple fact about education in high school is that generally the major thrust in student development is divorced from occupational preparation; needed are high grade programs geared to individual needs and interests, but containing ultimate benefits for all. Ending this single standard and placing equal emphasis upon general education and occupational training — and integrating the two — can, it is believed, more effectively prepare students for coping with life's problems.

No one needs to be told that American society is changing; its citizens daily experience the force of this transition. Reform of the school is equally clear; tradition is eroding, bringing about a decline in the ideal of "general" education at the high school level. Foreseen is a flexible program having more practical and vocational features — primarily, an effort involving federal, state and local governments; also, private employers.

Presenting mounting needs for skilled workers and technicians, together with growing federal support for job-oriented training, tend to de-emphasize all school objectives having a classical cast. Replacing them are objectives marked by a strong emphasis upon student de-

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*Director, School of Vocational Education

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***Instructor, Vocational Agricultural Education, presently with East Baton Rouge School System velopment in such important areas as the making of choices, decisions and life plans. By contrast, general education does not usually provide preparation for any specific occupation, although in certain amounts it is considered indispensable to all employment.

Country-wide, there is a significant effort in high school to do for vocational education what has been done for general education. In a materialistic society rewards are given to things considered of most value. By today's standards, a satisfactory occupation ranks high among the attainments man values. An education appropriate to his interests, needs and capabilities lessens the risk involved in his occupational life.

The high school is presently engaged in mass education. High among its priorities must be the making of alternatives available to students; afterwards, they need an opportunity to acquire the ability to identify alternatives and make choices. Then they require the knowledge and skill necessary to act on their decisions.

The massing of students in no way makes them alike; all differ in attitudes, interests and abilities. Yet, they have one thing in common: they can expect to reach the day when most of them must make a living.

In preparation for that time, choice of an occupation and selecting an educational program are basic decisions. The occupation entered will greatly influence their lives, for the essentials of life involve income, residence and associates; all are traceable to one's occupation. No single asset in life is more able to satisfy basic needs than is a job.

Today's youth are believed to be history's most favored; they are growing up in a society overflowing with work opportunities. They do not have to ask, "How can I make a living?" because jobs are available to all who qualify. Instead, their chief concern lies with making informed choices and obtaining education and training relevant to such choices. For them, occupational development is a major part of total development. It is now held to be a lifelong process, beginning in childhood.

The High School Population Is Changing

The public school, because of the growing needs of society and its youth, is becoming the major setting for providing teenagers with the experiences they require in the development of purposeful and meaningful occupations. Making more demands on the school is an increasing, but different kind of high school population. No longer are schools working with relatively small numbers of students — primarily those who are headed for college. Those not going to college greatly outnumber college aspirants. The challenge to schools is no longer to work with select groups, but to change the educational mix to accommodate the larger numbers who plan to enter the labor force at graduation, or even before. To give them realistic help, occupational choices and related training must be integrated with academic instruction. Supporting this contention is the growing belief that public education must do as much for youth not going to college as it does for those who do.

Some new educational concepts are involved when the high school attempts to exert the same thrust to all interest groups. Education is one of several considerations in youth's development for work, yet educational planning often excludes occupational choices and training. Such planning places the non-college-bound student at a distinct disadvantage; in fact, any educational planning tends to lose its full meaning when not related to work. For instance, in rural areas there is still a surplus of youth; those who might migrate to find work. Their disadvantage is further compounded by an education detached from work.

For all youth, success in life is coming to depend on whether they obtain a good school education, for with each passing year society grows more specialized and complex. Only youth having a broad educational background and special skill training have the flexibility to compete in a workworld dominated by automation and other technological developments. These conditions are occurring in an era when society is placing more emphasis upon youth, and parents are unable to visualize the multiplicity of occupations open to their children. Under such circumstances, placing a premium upon education of sufficient scope to insure occupational development is understandable. All youth can profit from a set of marketable skills.

An Adjustment In School Function Is Needed

Any shift in school priorities results in a decline in the once primary function of the high school — that of college preparation. Yet, slowly emerging is a cluster of school functions growing out of the need for educating youth for gainful employment. Gains to students are made when they are offered a multiplicity of choices; they then can progress toward individual potential. Moving into job-related instruction requires new innovations by the curriculum planner and school administrator, if the high school is to effectively serve a multiple purpose; that is, support education for students who plan careers demanding a college degree, and provide education and training to students whose initial occupational preparation will occur in high school.

Shifting the high school program in favor of students who will enter occupations comprising 80 per cent of the nation's job opportunities calls for new approaches to curriculum development. Generally, college preparatory programs follow a traditional pattern, for colleges tend to accept what high schools offer. The choice of a college to attend, or the college curriculum to pursue, does not greatly alter the content of college preparatory programs. For the non-college student the situation is vastly different: the school is obliged to identify and meet his needs, while he must make a choice between thousands of occupational opportunities society has to offer. Helping him to plan his own experiences and arrive at his own decisions is becoming a major school role. An individualized program must be tailored for him; he must be involved.

Devising school programs broad enough to embrace the work-oriented student, as well as the more traditional pre-college student, is now an area of public concern; unfortunately, its development is being handicapped by a few but deep-seated professional beliefs, such as:

- Students going to college do not need to engage in occupational choices; the college entered will offer ample time and opportunity;
- Decision-making is a psychological process and occupational choices will unfold in time; that meaningful choices can't or must not be influenced by outside forces;
- Work and education in combination is not basic to a person's way of life;
- A good education is one planned as a foundation for a college degree; if not capped with a college degree, it can still provide the prestige required for job entry; and
- Special or skill training will be provided by the employer.

Along with other considerations, like money and programs, these beliefs often hinder school progress in training youth to the level required for employment. Happily, they, along with other notions of the same brand, are being adjusted in the light of new information gained from research; moreover, an increasing number of high schools are reporting success with educating youth for satisfactory employment. Developing is a newer approach to educational planning: the practice of milling students to fit the system is being rejected in favor of reshaping the system to fit the student.

Occupational Development Is A Major School Function

Common words used today in planning educational programs are "occupational and educational choices of students." They are identified with public pressure to realize a bigger payoff than is being derived from traditional programs. Areas they affect most include student participation, together with improving the quality of relations between school and students. A growing area of concern is the increasing number of students who leave school each year before developing the attitudes and skills employers require. Foreseen for them is longer and more effective schooling as it becomes more closely related to their life plans.

Giving students a much greater role in programming their education imposes special obligations upon both school and students. First and foremost, educators generally need to determine how much they want to work with pre-college students as opposed to the larger numbers who are headed for the workworld. Society must have both groups, but equally well prepared for what lies ahead of them. Obviously, there are commonalities of need between the two groups; yet, objectives are different, requiring special kinds of education for the membership of each group. Even students with each group cannot be stereotyped — their educational requirements differ.

This two-pronged problem is certainly not new to public schools; but, it still demands attention and a redesigning of school effort. A series of planned changes is needed. The first deals with student interests, for interests are found to be predictive of career aspirations and choices. In turn, the aspirations of youth tend to guide them in choosing and planning for an occupation. Established by this process is the principle that occupational development is based upon the making and implementing of decisions; that choice of an occupation results from a chain of decisions.

Stated differently, all youth are expected to experience various growth stages prior to demonstrating ability to make realistic occupational choices. Making headway to this stage is a maturing process involving both the school and non-school influences. Any special training about occupational considerations given before choices are made is labeled "prevocational;" afterwards, it is "vocational." The school has a role in each instance; focusing attention on one stage of development to the exclusion of others falls way short of the kind of help required to develop vocational adequacy.

The challenges to the high school are at least twofold: (1) preparing youth to choose an occupation, and (2) providing education and training relevant to the choices. Such occupational choices may be imperfect judgments, yet they still frame the critical decision-making situation in the occupational development of the individual student. It is this situation that gives rise to many issues at the high school level:

- High school students are too young to make decisions;
- High school students are frustrated; they even go into college without career objectives;
- High school students are not mature enough to make judgments about their educational and training needs;
- The high school has no responsibility in helping students make occupational decisions;
- The high school is without the capability of training students for specific kinds of work; and
- Occupational choices made in high school are not realistic.

Occupational Choices Are Bases For Occupational Development

Issues like those just defined tend to dissolve when educational and occupational decision-making is accepted as a development process rather than separate action when a specific choice is made. It is within this framework of decision-making that students are prepared to make choices that shape their future. For them, occupational objectives become significant educational goals. Their use as objectives of instruction has public endorsement under provisions of Public Law 88-210 (the Morse-Perkins Act, 1963). The full impact of this approval is spelled out in HEW's Vocational Education Bulletin No. 1 (Revised 1966): (35:15)

> ". . . all students receiving vocational instruction in preparatory classes . . . will have an occupational objective which is a matter of record. This objective may either be a specific recognized occupation or a cluster of closely related occupations . . ."

The major focus of the decision-making process for developing occupational objectives is on the individual as the decision-making unit. For the individual, it involves the scientific approach to problem solving: information, probability, prediction and evaluation — an informed and reliable choice is the desired outcome.

The real challenge today is the preservation and encouragement of individuality in the face of advancing mass education. The common practice in school is to direct the student's attention to subject matter outside of himself and his own experiences. Actually, he may frequently regard the instruction as foreign to his interests and needs. By comparison, the process of occupational-choice develops a vocational identity; "self" is the basis for identity. Directing the student's attention to himself, in conjunction with information about occupational opportunities, motivates personal interest and choosing.

Placing responsibility upon the public school to provide a special environment in which boys and girls can make and implement occupational decisions has growing support in the Nation's Capital. Vocational Education Bulletin No. 1 (Revised 1966) states: (35:20)

> ". . ., (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with the information necessary for realistic vocational planning, (3) assist them while pursuing the plan . . ."

The social forces being directed towards the secondary school tend to focus on the individual student; his individuality is expressed by choices and how they are organized. His cry, What shall I do? will increase in intensity as mounting numbers of teenagers move through high school without work experiences at home; experiences that could develop positive interests leading to occupational choices — a decision that cannot only motivate the individual to reach his potential but will also act to establish his needs and fix a set of personal values.

Relating the individual to work — self-exploration and occupational-exploration — is creating for the high school a task of the first magnitude. If the high school is to effectively prepare youth for satisfactory citizenship it must find a way to help its students fulfill their work-related needs.

In attempting to discover ways of relating its program to the occupational development of the individual, the school can use the principle of "changing self" in relation to the changing interests of needs of youth. No school should become so traditional that it cannot make the compromises necessary to accommodate the vocational needs of its students.

The Actions Of The Young World Suggest The Problem For Research

Today's society places tremendous emphasis upon youth; in great numbers they invade all areas of American life. Their voice has never been so loud and clear, nor their likes and dislikes so impressively stated. Conversely, never before has their future given the public so much concern. What does a youth-oriented society think about work? Are individuals growing up in today's affluency concerned about vocational questions that will be put to them sooner or later? Do they have occupational aspirations and are they actually making choices? Are the factors moulding their decisions unique to this generation?

Equally significant: in the face of occupational choices, are high schools providing educational and training alternatives of the scope required for individual students to implement their decisions? Are high schools providing the special orbit of information needed for directing students through the decision-making process? Are students making informed choices, or do they "inherit" plans from others outside the school, especially their parents; in effect, *who* or *what* forces sponsor the decision-making framework?

It is common practice for persons working on jobs they are concerned about to ask themselves, Is my work satisfactory to all involved; am I making the progress expected of me? Only a relatively few people can supply answers: the employers and family members. With the high school, the circumstances are vastly different. Answers to similar questions can be supplied by a great host of people: students in school, along with those who have left school, plus the taxpayer.

Since students are affected most by school offerings, they are among those best qualified to make judgments. If they give testimony supporting the relevancy of their education to life plans, then teachers and administrators can feel rewarded for their efforts; should their reaction be negative then it is time to change instruction to the kind needed to give students the knowledge and skills that are worth more to them as adults.

The most direct way to appraise occupational development in Louisiana high schools is by an examination of each school, since a typical high school hardly exists. Such an undertaking, however, is not feasible in terms of time and financing when more than 500 schools could be involved; consequently, any research design must include a plan for sampling both schools and students.

An effort to identify and utilize a sampling of students, for purposes of investigating the educational and occupational choice-making process, was motivated by a strong desire to obtain information about Louisiana high school students that would prove helpful to both the school population and those who provide educational opportunities. The kinds of information considered of particular interest center upon: (1) student occupational and educational aspirations and expectations, and (2) the relationship existing between occupational and educational choices and factors influencing the decision-making process.

To guide the researchers in gathering information pertinent to the choice-making process, some general but basic assumptions were structured:

- Students are making choices, but they are not necessarily informed choices; decisions favor prestige occupations;
- Students are not knowledgeable about the workworld; they are not informed about available occupations and entry requirements;
- Students are influenced in making decisions by such forces as: (1) status in high school, (2) self-related factors, (3) family related, and (4) school related factors;
- Students make choices early enough in high school to obtain relevant training; but school programs, generally, are not related to individual plans;
- Students pursuing vocational programs tend to dropout when programs are not job-oriented;
- Students tend to hold college aspirations, but the great majority will enter the labor force without a college education; college aspirants are uncertain; and
- Students experience the occupational choice process without planned school guidance.

The choice of occupations has been a subject of guidance for a few scant years — the subject of educational guidance for a much longer period; in fact, available evidence clearly shows that the main intent of present day counseling is not to emphasize occupational choices, but to investigate individual interests and values to detect fitness for educational goals. The "standard" approach to group teaching and a lack of occupational information, added to low level prestige values public school teachers generally assign to "blue collar" occupations, tend to deny a student the help he needs to discover ways of relating himself to work, and, of equal importance, associate level of educational aspirations with level of occupational aspirations. Developing educational choices outside the framework of occupational-development is applying a "single" standard occupational classification: the professional and white collar workers; not included are the skilled and technical occupations.

In combination, the various aspects of occupational development described here give substance to the major concern of this study: occupational and educational choices of students, respectively, and factors and people influencing choices. Priority of concern is based upon the proposition that a person will spend his life in a manner fitting his choice of an occupation; that in a lifetime built around his occupation, he will fulfill himself or use up his life-span in failure.

Central to the problem are questions such as, Is educational and occupational decision-making handled in the high school as a development process or as an act taking place at a particular time? and What role does the high school play in the decision-making actions of the individual student?

At the very heart of the research are two areas of controversy; Are Louisiana high school students in the occupational-choice making stage? and Does a clear relationship exist between their occupational aspirations and actual expectations?

Both the secondary school and college systems are involved with answers to questions growing out of the problems presented by the various stages of occupational development. Each is undoubtedly searching for ways to help the student arrive at the goal of occupational or career efficiency. What seems to be needed is a study of high school students to elicit information required by school personnel to more fully understand the nature of educational and occupational choices; keeping in focus the primacy of the individual in school-student relationships.

Student Choices State-Wide Are Used As Foundations For Study

The subjects for this study total 13,607 students from 63 Louisiana high schools, located in 19 parishes distributed over the various sections of Louisiana. The school sample within each parish was drawn from both rural and nonrural communities. Each cooperating school drew its own sample from enrollments at the 9th through the 12th grade levels. In small schools the sample included all high school students; in the larger schools, the sample was limited to approximately 20 per cent of the enrollment in each grade with a proportionate number of boys and girls. In the total sample, 48.4 per cent are boys and 51.6 are girls; by grade distribution, the sample contains 23.9 per cent from the 9th grade; 25.4 per cent from the 10th grade; 26.2 per cent from the 11th grade; and 24.5 per cent from the 12th grade. Arrangements for parish samples were made through the superintendent of schools; subsequently the high school principals provided the school samplings.

The first step in the collection of information from the students was to structure and validate a data-gathering device. With the aid of personnel in Home Economics Teacher Education a survey instrument was developed for inventorying the educational and occupational aspirations and expectations of students, including certain factors considered capable of determining choices. The inventory was designed to provide information considered pertinent to the study:

. . . Student self-related factors;
. . . Student family related factors;
. . . School related factors;
. . . Occupational aspirations and expectations; and
. . . Educational aspirations and expectations.

The research is considered descriptive and employed the group-interview technique. To test and refine the inventory, a sizeable number of high school students, including both sexes at all grade levels, completed it and offered constructive opinions.

Next, for further testing the instrument and to train the personnel to administer it, a pilot study was conducted in two East Baton Rouge Parish schools: Baton Rouge and Scotlandville High. Each school provided subjects from each grade level, totaling one-third of its students, or approximately 600. Information gained was used by the professional staff of East Baton Rouge Parish Schools in a curriculum study then in progress, February, 1968.

The inventory required 50 minutes of student time; it was administered to small groups by research teams made up of vocational teacher educators in both agriculture and home economics at L.S.U. Information obtained was recorded by individual students on an optical scanner sheet. Inventories at the state level were taken during two intervals: March, 1968 - May, 1968 and October, 1968 - December, 1968.

The different scanner sheets were read by an I.B.M. 2231 optical page reader and transferred to magnetic tape. In turn, the taped information was converted to card codings and punched into data cards for electric computer programming. These services were performed by the L.S.U. Data Processing Service. Subsequent data tabulations and statistical treatments were made by the L.S.U. Computer-Research Center.

An occupational level classification scale was developed to facilitate a uniform grouping of occupation listed by the subjects inventoried; those of their own choice, along with occupations of parents:

- Professional
- Business executive
- Small business, farmer or farm managers
- Clerical, sales, and technical workers
- Skilled workers
- Unskilled workers
- Miscellaneous
- Unknown, no choice made and/or uncertain as to choice

Subjects identified by title the occupations involved, but they did not record choice of occupation on their scanner sheets; instead, the research teams made appropriate recordings after classifying occupations at the level considered appropriate. Recorded on the subject's scanner sheet was the code number assigned to the level under which occupations were classified.

Afterwards, all information was programmed for computer use in supplying to the researchers a frequency and percentage distribution on each item contained in the inventory; additionally, the information was computerized to show the same information by grade level and sex.

The information was further programmed to compare selected factors with aspired and expected occupational and educational levels. Degrees or relationships are indicated by the Chi-square test of significance and Contingency Coefficient.

Finally, all information is organized and presented in tabular form to show: self, family and school related factors; occupational and educational aspirations and expectations; and a summary of relationships found between selected factors and aspired and expected occupational and educational choices.

SECTION II

STUDENT ENVIRONMENT FOR EDUCATIONAL AND VOCATIONAL DEVELOPMENT

Introduction

The educator in the secondary school system has a responsibility to use relevant research findings in the practice of his profession. Essential to his success is information giving an insight into the vocational behavior of his students; an insight that extends into what inspires this behavior.

To provide information showing how secondary school students make educational and occupational choices is not the purpose of this research; rather, its intent is to furnish information about choices already made and to identify some of the forces associated with them. Basically, it is the intent of the study to determine if Louisiana high school students are making occupational choices, or if they depend upon social and economic forces to make decisions for them. If they are making choices, then the motivations of this behavior imply questions demanding reasonable answers if educators are to understand how youth are attempting to grow up vocationally.

The factors having an impact upon occupational and educational choices are known to be many and varied; yet, their relative strength has not been tested. Moreover, individuals develop different interests even though they may progress through the same stages of development; undoubtedly, there are reasons for these differences. Clearly, the assessment of factors considered of some importance to occupational development may substantially increase the knowledge needed by educators to predict individual behavior. For purposes of this Report, the factors considered are classified under: (1) Self related, (2) Family related, and (3) School related.

At the outset of the study a major task was to obtain a student sample that would represent all Louisiana high school youth; presumably, samples drawn from all areas of the state from different schools combine to give the size and diversity needed for an adequate sample.

Figure 1 shows the several parishes involved, together with the numbers of schools and students participating in each. Table 1 gives the composition of the sample, showing subjects by grade and sex. The composition of the sample tends to follow proportions of the sexes at the national level: number of girls slightly exceed the boys.

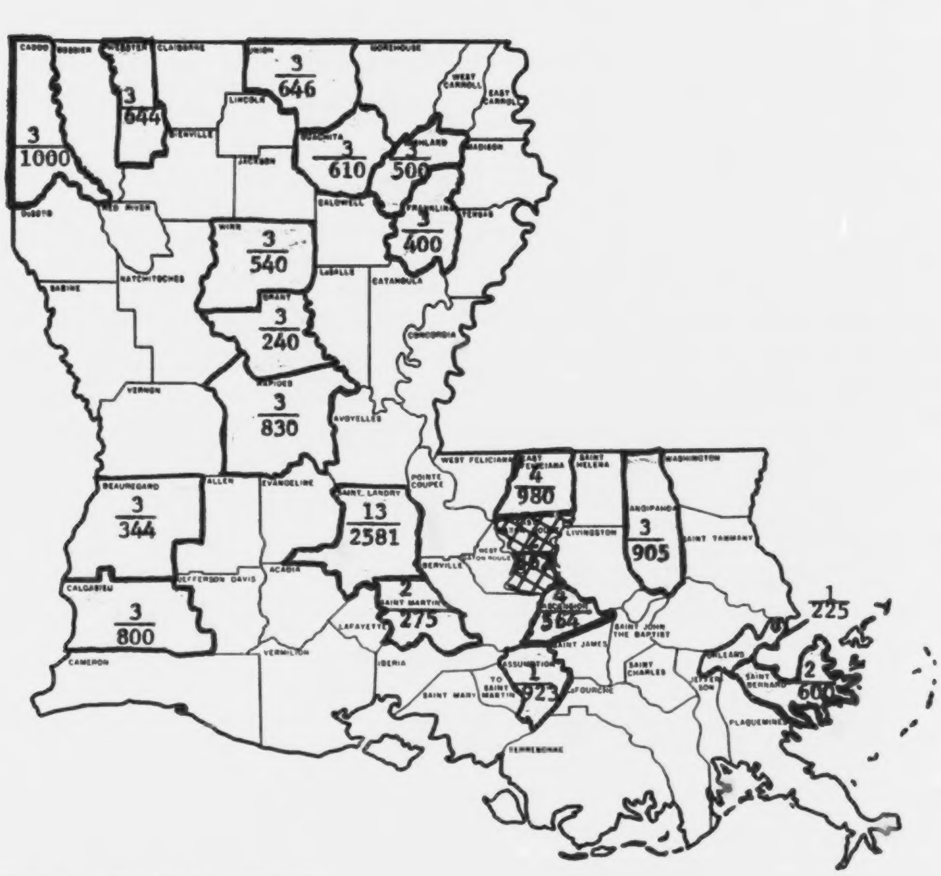

Figure 1: Parishes Surveyed.

0/000 Schools Students

▨ Pilot Study

TABLE 1

POPULATION DISTRIBUTION BY GRADE LEVEL AND SEX
N = 11,987

Grade Level	Boys		Girls	
	Number	Per Cent	Number	Per Cent
9th	1,438	24.8	1,425	23.0
10th	1,412	24.4	1,633	26.3
11th	1,572	27.2	1,567	25.3
12th	1,365	23.6	1,575	25.4
Total	5,787	100.0	6,200	100.0

Knowing something about the individual's reference groups helps to understand, if not predict, individual behavior. Group ties and their strength are known to influence youth when they make plans to "amount to something" in life. Generally, it is believed that vocational-development is a process that is initiated in the home; that central in the process are the parents — both of them. An individual without a family is denied a major source of help in choosing an occupation.

Information given in Table 2 is arranged to show the person or persons heading the household where subject resides:

TABLE 2

RESIDENCY OF HIGH SCHOOL STUDENTS
N = 12,010

Place of Residence	Number of Students	Per Cent
Both parents	9,333	77.7
One parent and a step-parent	736	6.1
One parent only	1,227	10.2
Grandparent	395	3.3
Relative or guardian	319	2.7
Total	12,010	100.0

The overall tendency is for subjects to live with both parents — 77.7 per cent. In cases where there is only one parent it is more often the mother. Especially is this true with Negro subjects; among them, some 40 per cent lived with one parent — their mother.

It is commonly believed that occupational interests are learned; that individual interests emerge from past experiences. Seldom does youth seek out and prepare for occupations independently. Their relationship with people count most, especially the influence of parents. Parental influence is understandable, since experiences at home are continuous for most youth and necessarily affect their likes and dislikes.

Traditionally, the image "like father, like son" has prevailed. This impression generally reflects the actual practice of fathers giving their sons a notion of employment considered masculine and fitting. Mothers, conversely, encourage their daughters to develop more feminine kinds of interests, usually those connected with the home. Changing social conditions tend to upset this pattern. With job opportuniities plentiful and varied, mothers also work and there is good reason for many girls to be migrating from home to work; hence, mothers are now in a position where they are exerting increasing influence on the occupational choices of both girls and boys.

Table 3 summarizes the occupational status of mothers.

TABLE 3

OCCUPATIONAL STATUS OF MOTHERS
N = 12,010

	Number	Per Cent
Full-time homemaker	6,378	53.1
Full-time job outside home	3,170	26.4
Part-time job outside home	1,469	12.2
Does not apply	993	8.3
Total	12,010	100.0

The number of mothers serving as full-time homemakers outnumbers those working; however 38.6 per cent are working at either part-time or full time jobs. Relating the mothers of Negro subjects to work, more than 70 per cent are employed outside the home.

In this era of change, the high school might ask: What experiences are of basic value to its students? It is assumed, of course, that capabilities grow out of experiences. Beyond the ability to read, write and handle practical mathematics, what experiences will be most useful to those who will assume jobs after leaving school?

Current thinking favors an educational pattern in which the individual is encouraged to obtain work experiences — primarily, of the kind that relates school training and practical experience. Together, they qualify the individual for job entry in a given occupational field.

The reason is quite logical. The world in which youth today are growing up offers them little opportunity for work experiences at home; especially, those who live off the farm. On the other hand, good work experiences, whether school sponsored or not, can enrich a student's school experience and give him an insight about the work-world around him. Holding a job or several jobs, can be expected to aid him in understanding who he is and what he can do about it. Additionally, as a direct result of his work experiences, he may avoid a "prefabricated" career.

For several decades prior to 1963, relatively few students held jobs of any sort, largely because of the child labor laws. Relating life to work has been a missing link in education whether at home or at the school. Now great pressure is being exerted on the high school to provide students with work experiences, either at the school or in cooperation with business and industry.

The initial pressure came from government. In 1963 Congress passed the Morse-Perkins Act (P. L. 88-210) which provided federal funds to promote work experiences among high school students enrolled in vocational programs. One is a cooperative program between the school and employers in which the student is employed for a minimum of 15 hours per week of school time; the other is similar, differing in source of compensation to the participant — the school, using Grant funds.

Table 4 gives the employment status of subjects taking part in the study. The information shows only numbers of boys and girls who work away from the home; it is not comprehensive enough to indicate if the work is school connected. Identifiable, however, are a limited number of students pursuing a program in Distributive Education.

TABLE 4
EMPLOYMENT STATUS OF HIGH SCHOOL STUDENTS BY SEX
N=12,010

	Boys		Girls	
	Number	Per Cent	Number	Per Cent
Do not work away from home	2,664	45.9	4,295	69.1
Sometime work away from home	2,202	37.9	1,436	23.2
Regular job away from home	824	14.2	338	5.5
No reply	120	2.0	131	2.2
Total	5,810	100.0	6,200	100.0

Obviously, of the subjects interviewed, less than 50 per cent are or have worked away from home; less than 10 per cent have regular jobs.

Schools Are Not Vocationally Oriented

Much of the information is analyzed on the basis of sex; separating the sexes for statistical treatment is justified by figures showing that over one-third of Louisiana women are employed in wage earning capacities — that at some time during a lifetime more than 50 per cent of all women will be wage earners.

Numbers of subjects of both sexes, and their wide distribution, provide a sample strong enough to supply reliable information on questions about how youth of both sexes are growing up vocationally in high school.

The inventory of subjects has a twofold purpose: (1) to obtain organized data on the total group of students, and (2) detailed information concerning each student. How adequately the school serves the educational need of its population is involved in both instances.

The curriculum pursued by the subjects gives a solid framework within which observations can be made as to how effectively the school program is organized to overcome the "bridges" between the student and his vocational life.

The school curricula, together with grade level enrollments, is pictured in Table 5.

Considering the low vocational enrollment of both sexes shown at all levels, the charge can be made that high school students are not growing to maturity in a vocational matrix. School lack of a utilitarian balance in student development is evidenced by choices of preparation:

...College preparatory	39.3 per cent
...General	41.3 per cent
...Vocational	18.6 per cent
...Unclassified	.8 per cent

TABLE 5

CURRICULUM OF HIGH SCHOOL STUDENTS BY GRADE LEVEL AND SEX

N=11,952

	Grade Level							
	9th		10th		11th		12th	
Curriculum	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	...........................BOYS...........................							
College preparatory	512	35.6	573	40.6	682	43.4	598	43.8
General	639	44.4	622	44.0	615	39.1	525	38.5
Vocational	276	19.2	202	14.3	267	17.0	232	17.0
No reply	11	0.8	15	1.1	8	0.5	10	0.7
Total	1,438	100.0	1,412	100.0	1,572	100.0	1,365	100.0
	...........................GIRLS...........................							
College preparatory	521	36.8	602	37.1	602	38.6	606	38.7
General	640	45.1	749	46.1	600	38.5	544	34.7
Vocational	241	17.0	261	16.1	339	21.8	409	26.1
No reply	15	1.1	12	0.7	17	1.1	7	0.5
Total	1,417	100.0	1,624	100.0	1,558	100.0	1,566	100.0

This line of exploration with occupational development reveals a second fact that suggest another kind of imbalance in the vocational role of the high school. The girls outnumber the boys in programs for occupational-development; 20.3 per cent and 16.9 per cent, respectively. They enroll about equally in the general curriculum, but boys exceed the girls in college preparation.

The fact is, girls appear more occupationally oriented than boys. Girls acknowledge more help from school personnel in discovering ways to relate themselves to work. They imply receiving more guidance and more occupational stimuli; also, informal help outside the school-counseling relationship is weighed in favor of girls.

The educational pattern differs with the sexes as they move through high school. Girls tend to leave the general curriculum at the 11th grade when they enter job-oriented programs, like distributive education and office occupations. By contrast, boys tend to shift from vocational programs to college preparation.

The direction boys take for sorting-out their educational and occupational choices is apparently influenced by two highly significant factors. Their vocational experiences prior to the 11th grade have been unsatisfactory or schools fail to provide boys with job-oriented programs at the 11th and 12th grade levels having an appeal to them comparable to that exerted on girls by distributive and office occupations.

Evidence points-up school failure to make alternatives available to students. For students to evaluate and make choices, alternatives must be identified and provided; else, students have but one path open to them. They must yield to school demand for conformity of behavior and uniformity of thought.

It can be said that the curriculum is the major experience in the academic life of the high school student. In effect, when an informed choice is made, it is an indispensable step in meeting realistic goals in life. Clearly, choice of a curriculum is strategically important to the individual, for one appropriate to his life's plans may empower him to act upon it.

By analysis, the curriculums pursued by the subjects interviewed suggests a wide discrepancy between student goals and their education. In listing their expectations, the two samples in combination include only 30.5 per cent with definite plans to get a college education: 33 per cent of the boys and 28 per cent of the girls. As is clear from Table 5, the percentage of enrollment in college preparation greatly exceeds these figures.

Implications for further widening of the gap between student goals and their education are suggested by the numbers pursuing the general education curriculum. The current use of a general education, or its future use in making decisions, is becoming a matter of growing concern. By comparison, the college preparatory work is highly objective for those with college plans, although its objectives and values are largely pre-determined; conversely, there is little evidence anywhere to support a claim that a general education is an experience relative to individual needs.

The unique feature of the general curriculum is not surprising; almost all of the students in it stated plans for entering a vocational school after leaving high school. This pattern would seem to indicate that the general curriculum is presumed to be at variance with student interests.

It must be further considered that up to 70 per cent of the students in this study expect to enter the world of work as skilled and technical workers; yet, less than 20 per cent will have the benefit of any kind of vocational training in high school. Stated differently: 7 out of 10 students — including girls — express an interest in a particular occupation or an occupational area; surprisingly enough, less than 2 of the 7 are experiencing related training.

Figure 2 reflects the percentage of students claiming one or more years of vocational training; many have experienced training in more than one service, but the profiles presented represent participation in only one. Industrial Arts is presented among the profiles inasmuch as it serves a definite function in the occupational-development process — primarily, for students who are concerned with skill training.

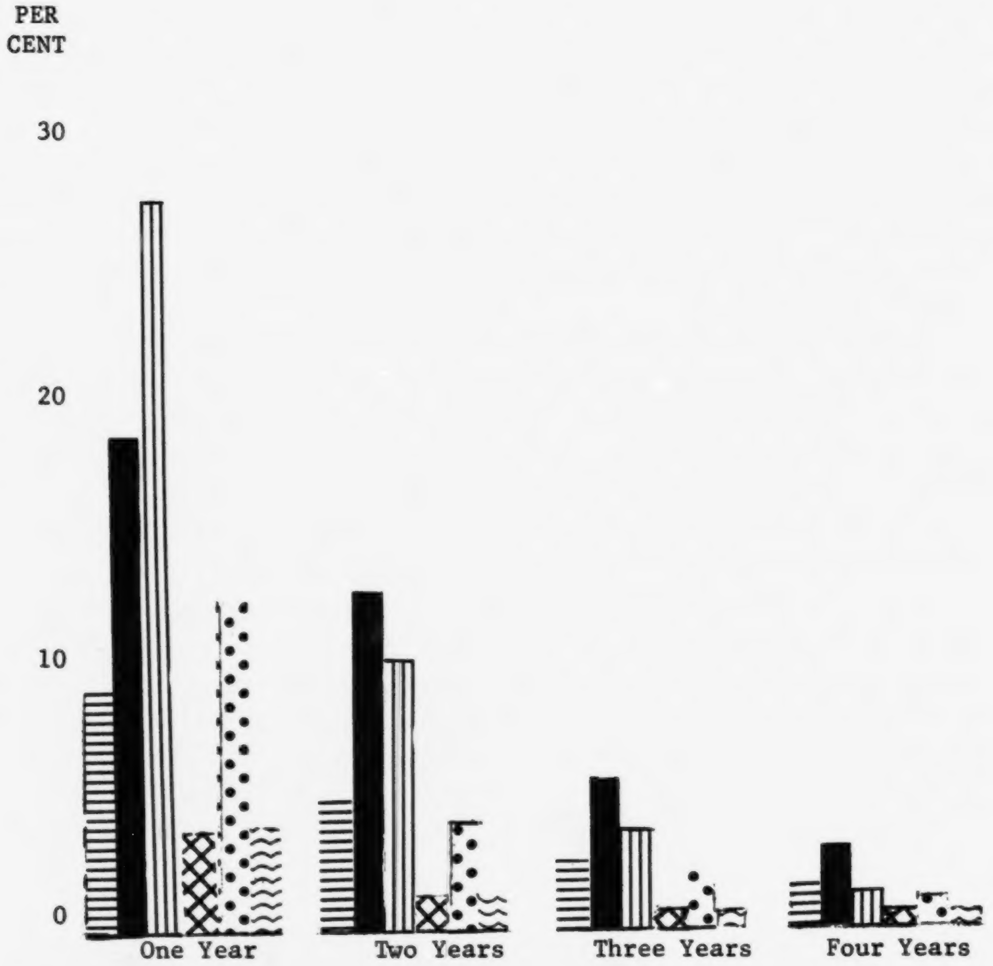

Figure 2. Per Cent of Students Taking Vocational Course Work by Number of Years

Legend:
▥ Vocational Agriculture
■ Vocational Home Economics
▤ Office Education
▩ Distributive Education
● Industrial Arts
≈ Trade and Industries

The graphic comparison among the several vocational services is shown by profiles that are, in part, supported by certain mitigating circumstances not so clearly depicted: (1) Distributive education places advanced students in cooperative work stations; hence, it is offered in schools located in populated centers, (2) Office occupations operates in a similar way, but is available in more schools, and (3) Trade and industrial training is generally confined to area vocational schools, although it is available in a growing number of high schools.

Conditions like these operate to the advantage of some students but greatly handicap others. For example, individuals interested in office or distributive occupations, and have firmed-up occupational objectives prior to the junior year, may effect satisfactory job entry after experiencing specialized training at the 11th and 12th grade levels. On the other hand, a host of students will require, besides the time needed to develop marketable skills, additional time to establish a definite relationship between their needs and a particular occupational choice.

By far, the strongest impression gained from a study of student participation in vocational programs is that of declining enthusiasm for the training after the first year.

A question of concern in the analysis is: why do so few high school students have a continuity of experiences in occupational training? Here the findings indicate that those who select a vocational course fail to retain their initial interest; that the positive effect of vocational education tends to diminish as students move upward on the educational ladder. Undoubtedly, this is a fruitful area for additional research; now, only some common but basic assumptions can be relied upon for a meaningful explanation:

- Students undergo a change in attitude about their education, or any part of it, as they experience each grade level;
- Favorable attitudes result when an educational experience facilitates need-satisfaction; an unfavorable attitude develops when the experience hinders need-satisfaction;
- Where there is an alternative, a student's acceptance or rejection of a vocational program depends upon his conception of whether it impedes or satifies his important interests and needs.

Other studies demonstrate that negative attitudes towards an occupational field, together with a related training program, can be altered where the student is supplied with sufficient valid information. Moreover, appeals, based on occupational opportunities and individual fitness for them, may be used to attract the interest of potential trainees to a particular field of occupations. Both possibilities, however, do not alter the fact that a student will grow hostile to the traditional, sterile vocational program which offers a minimum of rewards.

Another area of equal concern is found in the question, does the high school place more emphasis on student achievement than on program completion? The fact that few students in high school are enrolled in vocational courses is in the limelight; more significant is their poor record of program completion.

The Family Structure Is Favorable to Educational and Occupational Development

There is a growing belief in the inability of the home to prepare its sons and daughters to meet their needs as adults. Generally parents, because of social complexities, tend to doubt their fitness to impose satisfactory values on their children; instead, they are inclined to look to the school for counsel and aid. This reluctance to shoulder responsibilities once taken for granted now accounts for much of the behavior of the modern school-goer: he is a product of the institution. In practice, the school competes with the home. Values acquired in school are often new to parents and frequently outweigh those embraced at home. Equally significant, parents accept standards imposed on their children by other students, even when such values may appear objectionable.

Prospective employers join parents in making more demands upon the school; they seek workers with education and training gained at public expense. Involved also is the prestige awarded an occupational field when given school endorsement. These surges are indicative of an overall effort to insure giving young people equal opportunities and quality education.

With the decline of the home as a moulder of youth, several logical questions appear: does the high school have the programs needed for fully socializing and training young people? Is the school creating an environment in which its students can find themselves, and what influence does the home continue to exert upon its young?

To obtain first-hand information pertinent to these questions the subjects were asked to enumerate home conditions which may affect occupational and educational development. Their responses are projected under the general classification of "Family Related Factors." Later, the relative influence of each factor on choices is shown statistically.

Fundamental to this presentation is an accumulation of research findings which indicate a clear-cut relationship between the family and the educational and occupational plans of its offsprings. There is, however, a lack of agreement on the relative degree of influence each family factor wields upon the individual, a disparity that may be traced to studies dealing with only one of a whole catalogue of factors. The scope of this study is much broader, taking into consideration: family numbers; father's income; mother's income; parent's education; parent's opinion of their educational status; parental encouragement for continued education; and family opinion of the occupation followed by its head.

The information obtained from subjects relative to family factors is expected to be fruitful in helping to understand educational and occupational preferences and/or the role each plays in individual development. Presumably, as a major part of the home environment, they continue to have a profound effect upon all members of the household, more especially the younger members.

Tables 6 through 11 are designed to portray the family factors selected for study. Figure 3 gives family evaluation of the occupation followed by the family head.

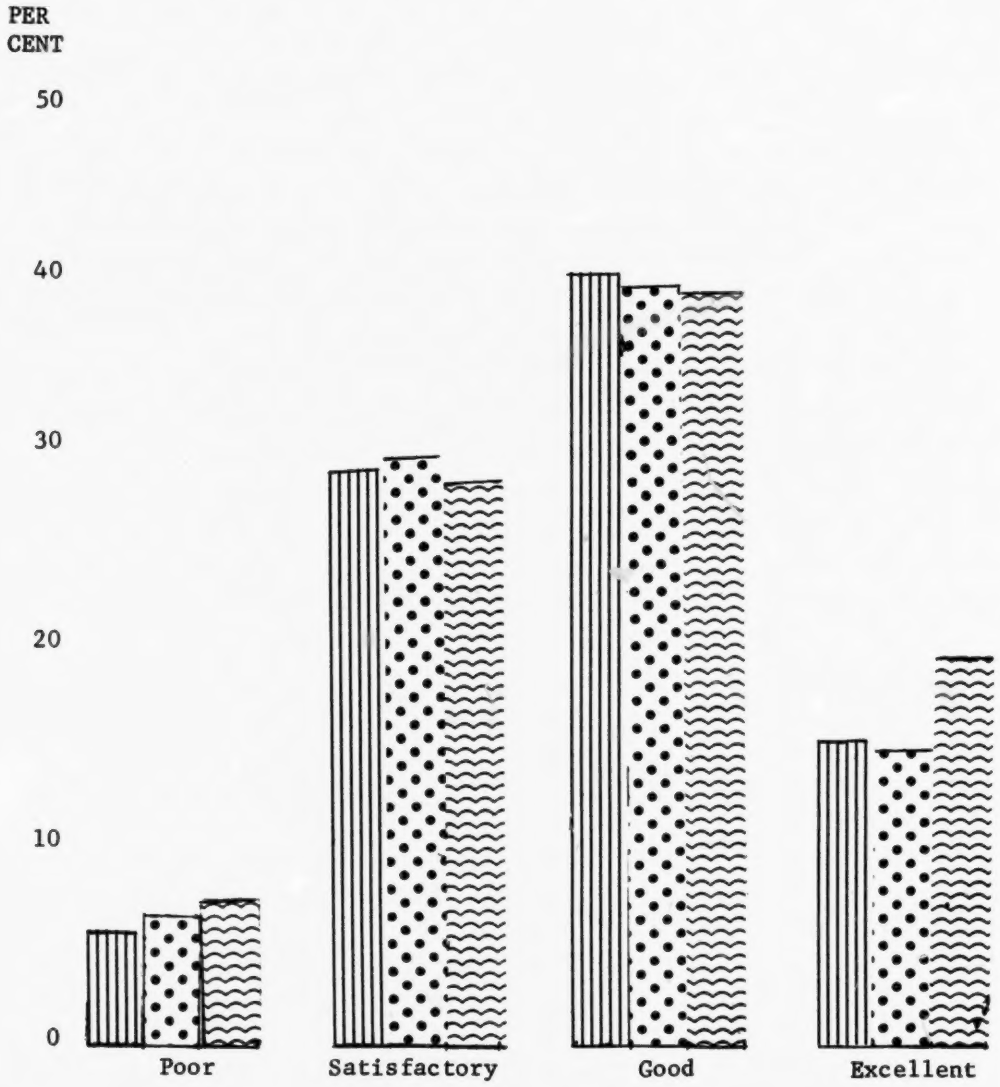

Figure 3. Families' Opinion of Father's Occupation

Legend:
▤ Father's opinion of his occupation
● Mother's opinion of husband's occupation
▥ Children's opinion of father's occupation

TABLE 6

NUMBER SIBLINGS
N=12,010

	Number	Per Cent
One or two	1,995	16.6
Three or four	4,207	35.1
Five or six	2,833	23.6
Seven or eight	1,531	12.7
Nine or more	1,444	12.0
Total	12,010	100.0

TABLE 7

FATHER'S ANNUAL INCOME
N=12,010

	Number	Per Cent
Under $3,000	2,071	17.2
$3,000-$4,999	2,183	18.2
$5,000-$6,999	2,229	18.6
$7,000-$9,000	1,972	16.4
Over $9,000	1,876	15.6
No reply	1,679	14.0
Total	12,010	100.0

TABLE 8

MOTHER'S ANNUAL INCOME
N=12,010

	Number	Per Cent
Under $3,000	5,456	45.5
$3,000-$4,999	1,282	10.7
$5,000-$6,999	657	5.5
$7,000-$9,000	257	2.1
Over $9,000	210	1.7
No reply	4,148	34.5
Total	12,010	100.0

TABLE 9
PARENT'S EDUCATIONAL STATUS
N=12,010

	Father's Education		Mother's Education	
	Number	Per Cent	Number	Per Cent
Less than high school	6,129	51.0	5,429	45.3
Completed high school	2,876	23.9	4,110	34.2
Vocational school, business school or some college	1,368	11.4	1,302	10.8
College degree	777	6.5	603	5.0
Uncertain	860	7.2	566	4.7
Total	12,010	100.0	12,010	100.0

TABLE 10
FATHERS' AND MOTHERS' OPINION OF THEIR EDUCATIONAL ATTAINMENT
N=12,010

	Father		Mother	
Rating	Number	Per Cent	Number	Per Cent
Excellent	1,052	8.8	1,070	8.9
Good	3,256	27.1	4,037	33.6
Satisfactory	4,154	34.5	4,294	35.8
Poor	2,481	20.7	1,915	15.9
Does not apply	802	6.7	531	4.4
No reply	265	2.2	163	1.4
Total	12,010	100.0	12,010	100.0

TABLE 11

PARENTAL ENCOURAGEMENT FOR CONTINUED EDUCATION
N=12,010

	Number	Per Cent
Very encouraging	9,387	78.3
Encouraging	2,118	17.6
No encouragement	265	2.2
Does not apply	162	1.3
No reply	78	0.6
Total	12,010	100.0

A majority of the subjects are in families where the number of children exceed the state average of 3.4. Taking into account income of both parents, household income is considerably more than the average of $6,475 attained in the State in 1965.

The families are also select as to education. About 40 per cent of the fathers have a high school education, while almost 50 per cent of the mothers are high school graduates. Comparable adult figures for the state and nation are 32.3 and 41.1 per cent, respectively.

Mothers tend to be more satisfied with their educational status; fathers are much less satisfied with theirs. In fact, one of five consider their education of poor quality. Yet, the vast majority of both parents, 80 per cent or more, feel that their education is adequate.

Generally, all segments of the family have a high regard for the father's occupation. Interestingly, fathers and mothers present a united front in evaluating the father's work, and surprisingly enough, the children support them.

A preponderance of parents encourage their children to continue their education; in fact, less than 3 per cent appear indifferent to education.

Obviously, the subjects on which this study is based are in families having a better than average socio-economic position. This is to be expected since related research indicates that children from families of low educational and economic levels tend to drop out of high school; that continuance in school is directly influenced by the family's place in the status structure. The family sample under consideration — more than 12,000 — was drawn from a large and diverse population and includes parents who vary widely in status, including educational and occupational achievements; hence, the sample should compare favorably with families contributing to any high school population in the state.

Schools Influence But Do Not Dominate Educational And Occupational Choices

A child begins early in life to establish his identity. His first chance to define himself is offered by the home; later the school and the church add characteristics which further stamp him as an individual—a person who becomes known for his values and special capabilities.

Society actually provides different roads to individual identity; but for most youth the public school is the pathway leading not only to self-identity, but to self-fulfillment. Getting ahead in life — amounting to something — is significantly influenced by school experiences. Helping a youth to reach his full potential is one mission considered basic to good schooling, for realistic school experiences develop the individual both educationally and vocationally. Today, it is education that makes youth upwardly "mobile."

In any functional school situation educational and vocational potentialities of the individual are closely allied; one can hardly be considered without the other. Undereducated youth tend to be unemployable since employers generally look for workers who are socially fit. Also, they must have workers with sufficient skill to perform the work expected of them. Responsible for this dualism are two growing social conditions: a mounting number of service jobs, along with the increasing skill required to satisfactorily perform all kinds of work.

It follows that for most youth opportunities to get ahead are through the high school; the one institution organized to cope with the needs of large numbers of teenagers who are faced with meeting two sets of requirements as adults: social and occupational. The high school can provide the educational credentials demanded by the work-world; additionally, it can give the individual a basis for the occupation of his choice.

Under the influence of these circumstances youth is staying in school longer to engage in more classroom and related activities in which successful performance is considered essential for satisfactory progress as adults. More important, however, is that school activities mirror the needs of students which are vital to achieving personal identity. Where these conditions prevail students grow up faster, the pace of learning is accelerated, higher standards are involved, and individual initiative is encouraged and rewarded by both school and parents.

Presumably, all students taking part in this study have educational and vocational possibilities. Moreover, regardless of their initial achievement thay can be improved by classroom and related activities. To accomplish this educators need certain facts: what kind of an academic record do they have? Is their record improving as they move through school? And what school related factors are helping them develop their potentialities?

Educational achievement by grade is shown in Table 12 for both boys and girls.

TABLE 12

STUDENTS' ACADEMIC ACHIEVEMENT

	9th		10th		11th		12th	
Grade	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
				BOYS				
D	162	11.3	130	9.2	120	7.6	91	6.7
C	792	55.0	826	58.5	947	60.2	845	61.9
B	382	26.6	357	25.3	410	26.1	343	25.1
A	58	4.0	75	5.3	83	5.3	74	5.4
No reply	44	3.1	24	1.7	12	0.8	12	0.9
Total	1,438	100.0	1,412	100.0	1,572	100.0	1,365	100.0
				GIRLS				
D	102	7.2	91	5.6	64	4.1	40	2.6
C	651	46.0	828	51.0	777	49.9	797	50.7
B	529	37.3	587	36.1	610	39.2	621	39.7
A	91	6.4	105	6.5	94	6.0	103	6.6
No reply	44	3.1	13	0.8	13	0.8	5	0.4
Total	1,417	100.0	1,624	100.0	1,558	100.0	1,566	100.0

In examining this record consideration should be given to the great value society places on all things labeled "academic;" more particularly a paper record. of student performance in organized school classes. Personal identity, plus evidence of development, is established by such a record; in fact, schools, parents and society in general place immeasurable emphasis on grades earned in school. Grades tend to follow the individual in life, whether good or bad, with society favoring those who are known achievers.

The academic status of boys and girls presented in Table 12 does not reflect actual school records; instead, the record shown is the grade distribution compiled from student declarations in which they fixed their relative position in school on the rating scale having the common levels of A, B, C, D, and F.

For the subjects as a group the ratings shown are not likely to be in conflict with school records based on teacher marks. Actually, the grade distribution given by the students compares favorably with grades earned by peer groups on a national basis. A comparison is made in Figure 4 which shows graphically academic achievement in relation to national norms. From this comparison there is no reason to believe that a representative group of subjects was not obtained.

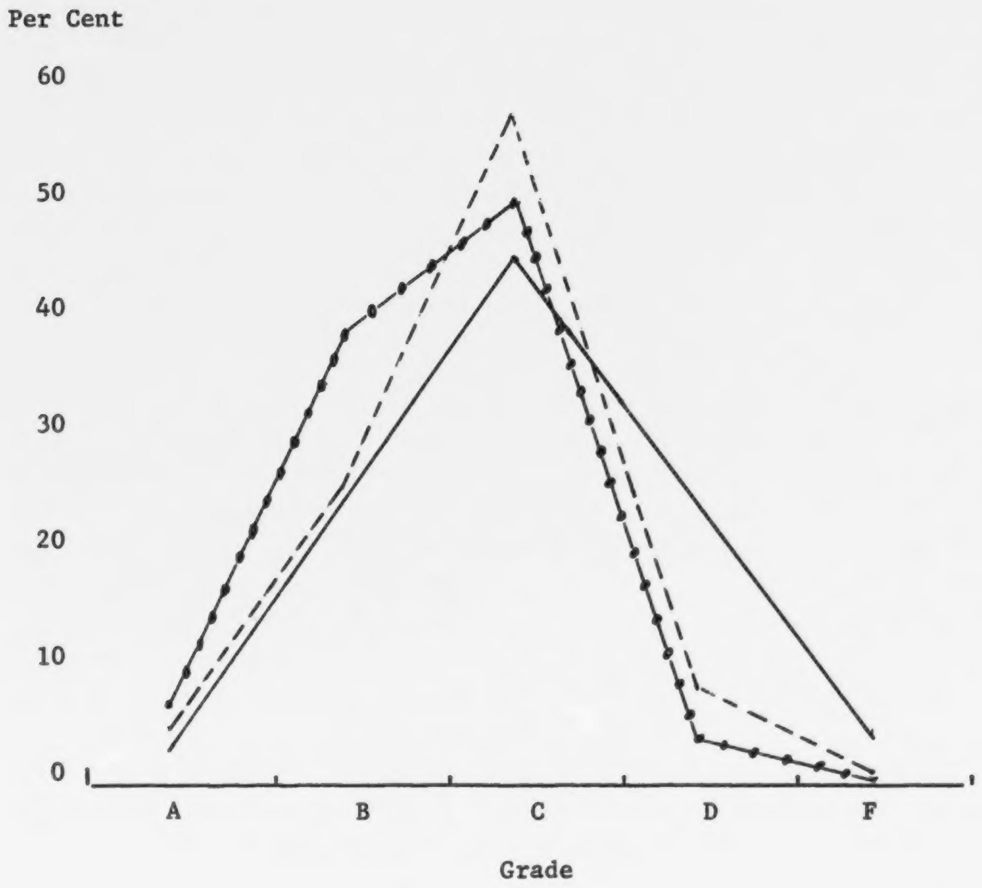

Figure 4: Boy and girl academic achievement in relation to national norms.

Legend: Norms ———

Boy – – – –

Girl —•—•—

There are, however, several implications which can be deduced from an analysis. Girl subjects in the sample exceed the boys in academic accomplishment; in fact, more girls tend to cluster at B and better while more boys tend to collect at the C level. Unusually low numbers of each sex are on the D and F levels.

It appears that to some extent the sample of students is above normal in scholastic standing. A slight variance can be perceived from the polygon in Figure 4; also from contrasting figures placed in Table 13.

TABLE 13

SUBJECTS' GRADES IN RELATION TO NORMAL DISTRIBUTION

Normal Grade Distribution	Boys	Girls
Per Cent		
A - 3.5	5.0	6.4
B - 23.8	25.8	38.0
C - 45.0	58.9	49.5
D - 23.8	8.7	4.9
F - 3.5	1.6	1.2

Academic achievement is generally associated with student acceptance of personal responsibility; it is also considered a correlate of maturity and decision-making ability. Participation in extracurricula activities carries the same implications. Students with high scholastic achievement and extensive participation in extra-class school activities tend to have higher educational and occupational expectations. Equally important to the high achiever is the development of self-image; a satisfying identity.

Table 14 gives the extent of participation in extracurricular activities by the population under study. For the group as a whole, two of three students engage in from two to four or more extra-class activities. Again the girls tend to forge ahead of the boys. They even have fewer numbers who do not participate, or experience only one activity. In contrast, about one of five boys claim one activity; about the same ratio exists for those who do not participate. The sobering fact is the 1,817 boys and girls who are without school experiences except those confined to the classroom. Their interests have not developed into visible patterns; they are not adjusting to school environment and therefore pose a school problem; personal counseling is needed.

TABLE 14

EXTRA CURRICULAR ACTIVITIES

Number of Extra Curricular Activities	Boys		Girls	
	Number	Per Cent	Number	Per Cent
One	1,283	22.1	1,112	17.9
Two	1,364	23.5	1,309	21.1
Three	1,031	17.7	1,185	19.1
Four or more	1,090	18.8	1,819	29.4
None	1,042	17.9	775	12.5
Total	5,810	100.0	6,200	100.0

The category of extracurricula activities opens opportunities to the student in the area of choice; responses indicate decision-making ability. Participators in activities are found to excel in decision-making ability in comparison to those who are not. Research by others indicates a strong relationship between vocational maturity and the ability to make and execute good decisions.

Little solid evidence is available showing just how and when people choose their occupations. There is, however, some agreement on forces causing young people to relate themselves to work. For instance, education has been shown to affect choices and that teachers generally exercise considerable influence on their students when educational and occupational plans are made. This influence is expected to increase as more schools accept gainful employment as a major objective. Moreover, the growing practice of adding guidance counselors to high school faculties is providing an indispensible framework within which a student may identify and discover ways to fulfill his work related needs. While the teacher and counselor may consider their role to be relatively minor in the long process of occupational development, their potential as influencing agents may prove unlimited, especially, when their dominant concern for students is decision-making.

The extent to which subjects discuss their educational and occupational plans with teachers and counselors is shown in Table 15.

TABLE 15

STUDENTS DISCUSS COURSE CHOICES AND OCCUPATIONAL PLANS WITH COUNSELORS AND TEACHERS BY GRADE LEVEL

Grade	Course Choices		Occupational Plans	
	Number	Per Cent	Number	Per Cent
	.... GUIDANCE	COUNSELOR	....	
9th	1,044	36.5	687	24.0
10th	1,257	41.3	881	29.0
11th	1,453	46.4	1,105	35.3
12th	1,483	50.5	1,332	45.4
	.................ACADEMIC	TEACHER.................		
9th	1,351	47.3	940	32.9
10th	1,375	45.2	1,018	33.5
11th	1,432	45.7	1,184	37.8
12th	1,437	48.9	1,368	46.6

Generally, about the same proportion of students consult teachers and counselors when considering their educational and vocational plans; although numbers seeking help with vocational planning are comparatively smaller. This situation is improved by the increasing numbers who ask for vocational guidance as they advance in high school. Unhappily, the fact stands that less than 50 per cent acknowledge teacher and counselor help with either educational or vocational planning.

This ratio also holds true for vocational teachers when their influence is evaluated by students having experienced one or more vocational subjects; in fact, only about 40 per cent feel that vocational teachers have influenced them in their vocational choices. Surprisingly, more of them claim help with educational choices. Teachers wielding the most influence on choices are those serving vocational agriculture and industrial arts, respectively.

When the subjects were asked, "Are you encouraged by your teachers to continue your education?", the great majority have a positive answer; less than 20 per cent of both boys and girls disclaim any motivation.

The impact of the different areas of study in high school upon educational and occupational choices is shown in Table 16. The influence of subject matter areas differ for boys and girls; yet, where relative numbers are involved definite trends are established: English, mathematics, science and health and physical education head the list. In vocational subjects, girls are more influenced than boys.

TABLE 16
SUBJECTS THAT INFLUENCED EDUCATIONAL AND OCCUPATIONAL CHOICES

	Boys		Girls	
	Number	Per Cent	Number	Per Cent
	N=5,810		N=6,200	
English	3,308	56.9	4,594	74.1
Mathematics	3,858	66.4	3,323	53.6
History	2,483	42.7	2,330	37.6
Civics	2,620	45.1	2,685	43.3
Science	3,770	64.9	3,222	52.0
Office occupations	1,473	25.4	2,736	44.1
Industrial arts	2,003	34.5	440	7.1
Home economics	342	5.9	3,493	56.3
Trade & industrial education	1,197	20.6	588	9.5
Distributive Education	678	11.7	653	10.5
Foreign language	1,070	18.4	1,464	23.6
Art	1,253	21.6	1,038	16.7
Music	1,543	26.6	1,925	31.0
Health & physical education	3,660	63.0	3,681	59.4
Vocational agriculture	1,789	30.8	408	6.6

Schools today are feeling the impact of a growing demand for supplying teachers and students with a wealth of materials dealing with the workworld, materials that stress occupational opportunities and skills involved. Guiding the movement is the belief that a student's choice of an occupation is made from those he knows something about. Undergirding the use of occupational information is the principle of problem-solving, that the foundation for all educational and vocational planning is the process of decision-making: the shifting of possible occupations, identifying consequences and choosing one or more alternatives based upon individual interests and needs.

Basically, any decision made in the process of occupational development should be founded upon valid information about opportunities for work. Providing this information is fast becoming a major concern of the high school; once provided, it is a priceless asset to teachers and counselors in helping students to assume more responsibility in making their personal decisions.

Expressions from students about the availability of occupational information and counseling are shown in Tables 17 and 18.. Generally, their testimony is favorable to the school on both counts. The extent to which students are using available materials, along with the counselor, is, however, questionable. Evidence submitted by students in other areas covered by the interviewer shows them lacking in basic occupational information.

TABLE 17

AVAILABILITY OF OCCUPATIONAL INFORMATION
N=11,070

	9th		10th		11th		12th	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Excellent	619	21.7	763	25.1	799	25.5	811	27.6
Good	1,279	44.7	1,290	42.3	1,347	42.9	1,220	41.7
Satisfactory	749	26.2	732	24.1	686	21.9	618	21.0
Poor	146	5.1	203	6.7	259	8.3	250	8.5
No reply	66	2.3	53	1.8	43	1.4	37	1.2
Total	2,859	100.0	3,041	100.0	3,134	100.0	2,936	100.0

TABLE 18

AVAILABILITY OF COUNSELING SERVICE
N=11,070

	9th		10th		11th		12th	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Excellent	695	24.3	985	32.4	1,039	33.2	1,060	36.1
Good	1,166	40.9	1,128	37.1	1,160	37.0	1,012	34.5
Satisfactory	730	25.5	657	21.6	608	19.4	517	17.6
Poor	183	6.4	201	6.6	263	8.4	297	10.1
No reply	85	2.9	70	2.3	64	2.0	50	1.7
Total	2,859	100.0	3,041	100.0	3,134	100.0	2,936	100.0

SECTION III

EDUCATIONAL AND OCCUPATIONAL CHOICES OF HIGH SCHOOL STUDENTS

Introduction

This research was stimulated by a desire to determine if Louisiana high school students are actually exercising any choice of educational and occupational opportunities; if they are, what are the factors influencing their choices? What determinants of choice are school based? What emphasis can be placed on those associated with the home?

Many people, including educators, claim that high school students have no particular curricular or occupational interests; that society will force them into a way of life. By contrast, many others believe that youth in high school do make choices. In either case, there are forces involved as determinants of choice: social in the first instance and those concerned with the individual in the second.

This research is concerned with the individual student, his aspirations and expectations. It stresses only the influence of the home and school, upon his particular educational and occupational experience. At the outset it did not appear reasonable to expect the student to make a firm commitment to an occupation; consequently, students were asked to project their ambitions to include the occupation to which they aspired and the one they actually expected to enter. The basic problem here is to analyze their responses to explain some of the forces operating to determine choices, both educational and occupational.

High School Students Do Make Occupational Decisions

All subjects were given an opportunity to express their occupational ambitions; their responses were predominantly positive — some nine of ten have definite occupational interests, with the girls exceeding the boys in numbers exercising choices. Their interests are reflected in Table 19 which provides a frame of reference for a better understanding of how high school students relate themselves to the world of work. Both their aspirations and expectations are recorded, using the Occupational Level Scale developed for classifying occupational choices.

Through use of the Scale it is possible to reduce the whole catalog of individual aspirations and expectations to manageable terms; accordingly, student interests are grouped under an appropriate category to obtain a composite figure expressed in a percentage of the total. The placement of student responses on the Scale shows a fairly wide

TABLE 19

OCCUPATIONAL CLASSIFICATION

	Aspired and Expected Occupation of High School Students							
	Aspired Occupational Level				Expected Occupational Level			
	Boys		Girls		Boys		Girls	
Occupational Level	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Professional	2,418	41.8	2,821	45.7	1,310	22.6	1,678	27.2
Business executive	25	0.4	7	0.1	20	0.3	6	0.1
Small business, farmer of farm management	251	4.3	35	0.6	208	3.6	17	0.3
Clerical, sales, or technical worker	356	6.1	1,386	22.4	346	6.0	1,362	22.1
Skilled	1,295	22.4	1,043	16.9	1,129	19.5	722	11.7
Semiskilled	157	2.7	128	2.1	228	3.9	90	1.5
Unskilled	38	0.7	9	0.1	81	1.4	16	0.3
Miscellaneous	349	6.0	226	3.7	412	7.1	705	11.4
Uncertain	878	15.2	508	8.2	2,043	35.3	1,565	25.4

range of interests in the various areas of work, yet a concentration of interests in a few areas is quite obvious.

To grasp the full significance of student occupational ambitions the difference between aspiration and expectation must be made clear: Aspiration is considered a strong desire, or a choice, to attain an occupational (or educational) status or goal; in contrast, Expectation is used to identify what is more likely to occur, although it may be a second choice and/or second best.

An examination of the Scale indicates rather clearly that high school students know the occupational areas in which they plan to work; moreover, they feel confident in their ability to enter the work of their choice. Significantly, there is a strong favorable relationship between aspirations and expectations in all categories except professional: 43 per cent of the subjects aspire to a professional career but only 25 per cent consider the goal within their reach.

The fact that 41 per cent of the boys and 45 per cent of the girls aspire to a professional career is certainly not surprising; in fact, it is to be expected inasmuch as the great majority of them are experiencing one of two curriculums: the college preparatory, or general, and neither relates the student to occupations below the professional level. What is startling is that those who do not expect to enter college and attain professional status have no alternative objective. They actually join those who are uncertain in their occupational expectations. Among the subjects who aspire to a career based on a college education is one in five who do not expect to accomplish their objective; collectively, they pose a problem in the area of guidance.

The rates of congruence between aspirations and expectations are much greater for those electing to become workers classed as skilled, clerical, sales and technical. These levels in combination account for nearly one-third of the subjects who not only aspire to jobs in these areas but consistently expect to find them.

Rather significantly, relatively few students are interested in a business career, including farming; a fact that also holds for semiskilled and unskilled occupations. Evidently, high school students are fully aware of basic changes in the workworld: more than 50 per cent of the nation's workers are in service occupations; in contrast, farming continues to offer fewer opportunities.

A major finding is the slight differences in the occupational interests of boys and girls. Differences that are significant appear in the favor of girls: they develop occupational interests earlier; more of them exercise choices and fewer are uncertain about their occupational outlook. Equally important is the emphasis they place upon an occupation other than housewife. Actually, their responses tend to place marriage secondary to a career.

Perhaps more interesting than subject responses per se is the relationship between the two levels: aspirations and expectations. While nearly 90 per cent of the responses showed a definite preference for an occupation, almost one in three of the total number of subjects compromised between ambition and reality; they do not expect to fulfill their aspirations. Perhaps this fact alone is responsible for frequent expressions indicating that high school graduates are without a life plan. Contributing to this lack of objectivity — the absence of a purpose — is the role of reality in the lives of so many of those who have college ambitions. When their choice is found to be unrealistic they are unprepared to work out a compromise between ability, interest and opportunity — "true thinking."

The distinguishing feature of occupations to which the subjects aspire is their narrow range; they follow a general but a restricted pattern. While the workworld contains literally thousands of different jobs, aspirations are limited to 181 specific titles. This number was reduced to 161 titles by those who expect to realize their ambitions. Considering the size of the student sample, together with the broad spectrum of occupations available over the State, number of job titles involved indicate a somewhat vague and shallow knowledge of the world of work. Only at the professional level is student identification of job titles considered fairly descriptive; an indication again showing school emphasis upon college preparation. Also suggested is the probability that parents tend to motivate their children to occupations found near the top of the occupational hierarchy.

The profiles shown in Figure 5 reflect occupational aspirations and expectations when grouped according to prestige levels. They differ sharply but rather interestingly; for instance, about 80 per cent of the subjects are interested in occupations rated from medium to high prestige levels. These high ambitions, however, are not supported by the self-faith required to achieve them. Generally, one in four perceive status higher than is actually expected.

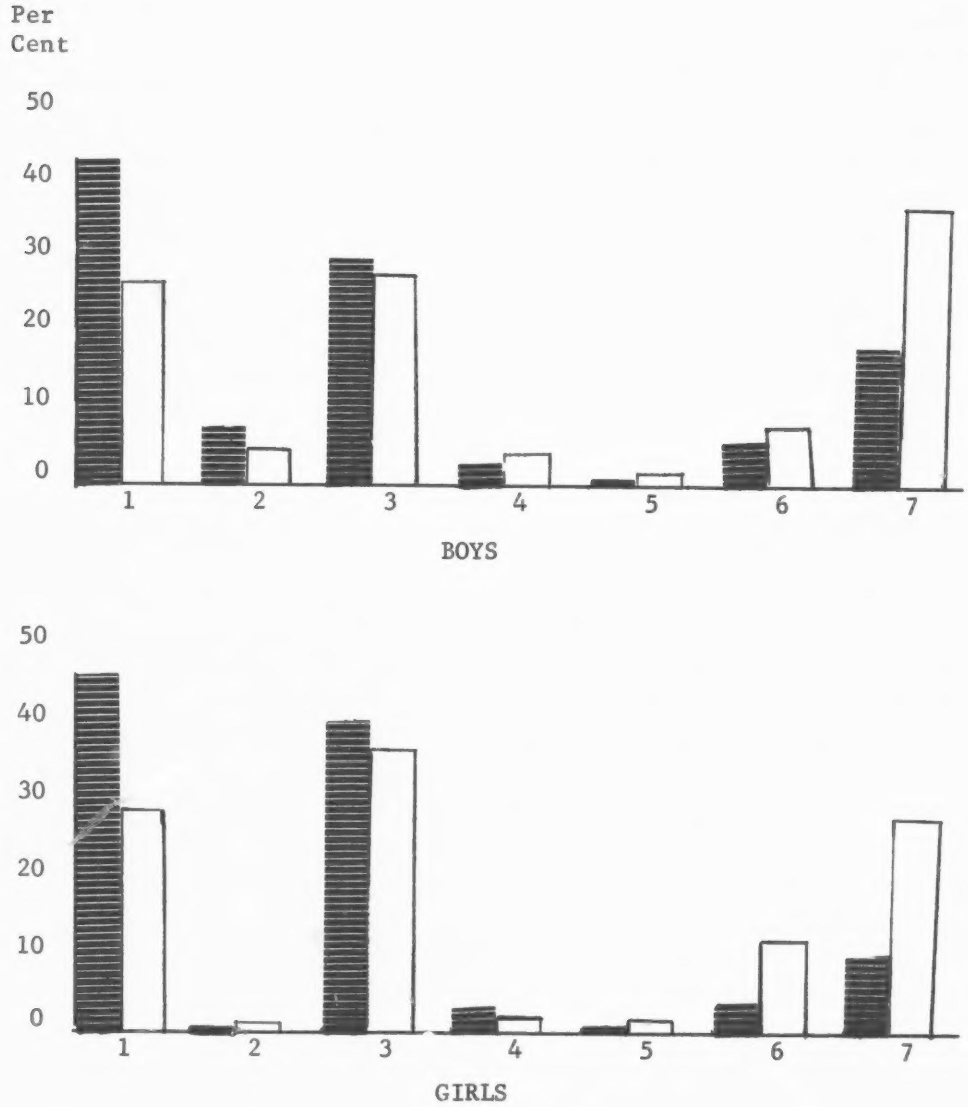

Figure 5. Occupational Prestige Levels Aspired to and Expected by High School Students

Legend:
1 - High
2 - Medium High
3 - Medium
4 - Medium Low
5 - Low
6 - Miscellaneous
7 - Uncertain

Aspired ▥ Expected □

This discrepancy between desired and expected does not necessarily establish instability of occupational interests, especially for the younger subjects. For them there is ample time for a new orientation which may differ greatly or little from the choices reported; besides, a refined "vocational identity" can be even more substantial and satisfying. Conversely, a problem of the first magnitude is seen with the one boy in three, and the one girl in four, who have no occupational ambitions or no aptitude for change if their initial interests are disrupted. Logically, a new interest pattern follows a disruption of the old; important individual action is to persist until a workable pattern is discovered.

Unfortunately, aspirants to a professional career who do not expect to attain a college education are not moving toward a more practical interest pattern; they need a new set of values which may be found in another occupational field. This important aspect of their development demands school attention; permitting them to leave school frustrated is a breach of school potential.

Responses explaining differences between aspirations and expectations are quite simple and direct. Both sexes succinctly claim "change of interest;" however, in fine print the boys indicate a lack of ability and finances — the girls give the same reasons but add "marriage."

Occupational Choices are Made Early

The grade in which high school students make occupational choices is considered an important aspect of this study. A special feature in the research is the use of expectation as a means of checking the practicability of students aspirations. Presumably, any occupational choice — even though tentative — provides some direction to the individual's future; concern is for those without expectations — primarily those who continue in the fantasy stage.

Subject responses giving grade level at which they choose an occupation are shown in Table 20. These responses imply that high school students are developing occupational interests at an early age: one half of the subjects made their choices at the 9th grade level or below; again, more girls than boys made decisions so early.

The 9th and 10th grades combine to form the span in which most students make occupational decisions. This trend towards early vocational commitment establishes a practical and workable climate; delineation of individual interests several years ahead of graduation gives the school ample opportunity to provide relevant instruction.

Also significant to educators is the action of 20 per cent of the boys, and 25 per cent of the girls, who developed occupational interest before entering high school — interests formed at the 8th grade level or below.

TABLE 20

GRADE STUDENTS MADE OCCUPATIONAL CHOICE

	Boys		Girls	
Grade Level	Number	Per Cent	Number	Per Cent
Eighth or below	1145	19.7	1531	24.7
Ninth	1615	27.8	1731	27.9
Tenth	1168	20.1	1215	19.6
Eleventh	923	15.9	911	14.7
Twelfth	639	11.0	589	9.5
No response	320	5.5	223	3.6
Total	5810	100.0	6200	100.0

The subjects do not claim a broad knowledge of the occupation chosen. Their responses can be divided into three categories: (1) one-third of them indicate that a study has been made of it; (2) one-third claim a general knowledge, but know nothing of the duties required; and (3) one-third look to additional schooling or training on the job. Most of them believe in their ability to become a success in the occupation they expect to enter, but, only 25 per cent consider their chances to be excellent.

Both boys and girls recognize the need for education and training to enter the occupation of their choice; less than three per cent feel that a high school education is not required. Their perception of the education needed is at three levels: a high school education; a post high school education, such as a vocational school or junior college; and a college education. Significantly, one-half of the boys and two-thirds of the girls believe that some education and training beyond high school is necessary, although less than one-third consider a college degree to be a requirement. Their clear image of the need for post high school training below the college degree level gives strength to two-year college programs in which vocational education is emphasized.

Subject responses indicated that income is a motivating influence in choosing an occupation. Those expecting to enter high prestige occupations also perceive higher income levels for satisfactory family living. In most cases those who plan a college education imagine an income greater than those who do not. Nearly 50 per cent of the responses placed income expected from between $5,000 and $9,000 annually; those above this range amount to 25 per cent of the total — about the same proportion expecting to enter professional occupations. Less than eight per cent are without a positive concept of income they expect as a worker.

Occupational Choices Are Influenced by Many Persons

Mentioned earlier in this report is the influence of the home and school upon the occupational interests of young people; Table 21 identifies people in the family and school, along with others, who exert some influence on occupational choices. Expectedly, the father is most influential with boys and the mother with the girls, a fact that is supported generously by allied research.

While parental influence on job choice is quite often direct, responses from boys and girls differ as to the influence of the father. The boys mention him first; the girls place him fourth. In contrast, boys rate their mothers second only to their fathers. Significantly, girls place friends ahead of their fathers. Further, they agree with boys in ranking a "person in the occupation" as the third most influential individual. Clearly, persons wielding the greatest influence on occupational choices are: father, mother, friend, and person engaged in the occupation chosen.

TABLE 21

STUDENTS RESPONSES OF PERSONS INFLUENCING THEIR OCCUPATIONAL CHOICES

	Boys		Girls	
Persons	Number	Per Cent	Number	Per Cent
	N=5,810		N=6,200	
Mother	2,813	48.6	3,807	61.7
Father	3,080	53.2	2,832	45.9
Brother or sister	1,801	31.1	2,200	35.6
Grandparent	1,412	24.4	1,578	25.6
Other relative	2,138	36.9	2,559	41.4
Friend	2,396	41.4	3,155	51.1
Person in occupation	2,613	45.1	2,973	48.1
Clergyman	524	9.1	424	6.9
Coach	1,042	18.0	594	9.6
Principal	860	14.9	826	13.4
Academic teachers	952	16.4	1,165	18.9
Vocational agriculture teacher	922	15.9	284	4.6
Vocational home economics teacher	387	6.7	1,156	18.7
Distributive education teacher	541	9.3	442	7.2
Business education teacher	777	13.4	1,363	22.1
Trade & industrial education teacher	665	11.5	305	4.9
Industrial arts teacher	924	16.0	300	4.9
Guidance counselor	1,232	21.3	1,518	24.6
Other	2,251	38.9	2,783	45.1

In the school, both boys and girls rate the counselor first in influence. Among individual teachers they differ in their placement of the second most influential person: the boys name the coach, while the girls name the teacher of office occupations. Their third choice is the home economics teacher; with boys, the teachers of industrial arts and vocational agriculture share third place.

The importance of friends in the decision-making process is rather significant; especially so when it is known that the friends involved are also school mates. Individual motivation by friendship patterns is a common occurrence. For instance, hearing discussions of college among peer groups tends to result in the individual "going along."

Subject responses do not contain information about agents known to frequently influence students in their occupational choices. The relation of reference groups to high school students — the colleges, universities and representatives from business and industry — is not only permitted but encouraged in many high schools. Central in the process of agency recruitment is pressure on students who have top academic records. This cross-fertilization is considered helpful — primarily when outside people and institutions have essentially the same concepts. The interest, capabilities and needs of the individual boy or girl are given priority.

High School Students Have Educational Plans

More and more homes look to the schools to give their children the credentials they need to move upward in society. Parents generally are aware that most youth will be jobholders; that only a few will have the benefit of investment capital to use in providing a personal income. Instead, the great majority must rely on productive property in the form of marketable knowledge and skill, plus ability to work with others.

Need for schooling is conveyed to children at an early age; parents indoctrinate them in the concept that schools constitute society's way of helping young people up the economic ladder — that without an education, such as the schools can provide, an adult is unable to compete in the workworld.

Unlike other countries in the world, in which educational decisions for the young are made by their elders, American youth are granted the privilege of making their own choices. In high school they pursue different courses of study; even attend special schools. They also have a wide range of educational opportunities at the post high school level. Again, they are free to choose according to their own interests and needs. The important thing is that choices be made; hence, the major focus of this research is on the individual as a decision-making unit.

Four educational categories are used to identify the educational aspirations and expectations of the subjects used: (1) College degree, (2) Vocational school, or some college, (3) High school, and (4) Less than high school. Table 22 gives the educational aspirations of both boys and girls, while their educational expectations are contained in Table 23.

TABLE 22
ASPIRED EDUCATIONAL PLANS

	Boys		Girls	
Aspired Educational Level	Number	Per Cent	Number	Per Cent
Less than high school	164	2.9	90	1.5
High school	1,554	27.1	1,499	24.4
Voc. school, bus. school or some college	1,501	26.2	2,273	37.0
College degree	2,086	36.3	1,953	31.8
Uncertain	428	7.5	325	5.3

TABLE 23

EXPECTED EDUCATIONAL PLANS

	Boys		Girls	
Expected Educational Level	Number	Per Cent	Number	Per Cent
Less than high school	153	2.6	87	1.4
High school	1,569	27.2	1,578	25.7
Voc. school, bus. school or some college	1,587	27.5	2,276	37.1
College degree	1,911	33.1	1,725	28.1
Uncertain	557	9.6	472	7.7

Approximately one-third of both boys and girls aspire to a college degree. About the same percentage of both sexes would like to have some post high school training not leading to a college degree; a vocational school or a junior college. Those in the other one-third are either uncertain as to their educational aspirations or they consider high school to be terminal, 7 and 27 per cent, respectively. Actually, boys and girls differ very little in their educational interests. Boys aspiring to a college degree slightly exceed the girls; girls looking to two years of post high school training outnumber the boys. The number who do not aspire to high school graduation is insignificant.

A close relationship exists between student educational aspirations and expectations. They are highly consistent in their plans for education beyond high school; more than 60 per cent have positive plans. Only the girls tend to lower their educational aim as they move through high school, adjusting their expectations to a vocational school or two years of college. A consensus of both educational aspirations and expectations indicates that the high school is influencing its students in planning for college.

The great majority of students who plan education beyond high school are school achievers. A variation, however, exists between boys and girls; more boys than girls who look to professional careers have weak scholastic records. Moreover, fewer girls than boys tend to become uncertain of their educational plans as they advance in high school.

Students who do not expect to attain their educational aspirations give a variety of reasons. For boys, they are: lack of interest, finances and lack of ability. The girls say: marriage, lack of interest, finances and inability.

Persons influencing high school students in their educational decisions, together with relative levels of influence, are presented in Table 24.

TABLE 24

STUDENTS RESPONSES OF PERSONS INFLUENCING THEIR EDUCATIONAL CHOICES

	Boys		Girls	
Persons	Number	Per Cent	Number	Cent
	N=5,810		N=6,200	
Mother	4,003	69.1	4,633	75.0
Father	3,877	67.0	3,899	63.1
Brother or sister	2,306	39.8	2,714	44.0
Grandparent	2,039	35.2	2,093	33.9
Other relative	2,543	43.9	2,994	48.5
Friend	2,724	47.1	3,504	56.7
Person in occupation	2,169	37.5	2,495	40.4
Clergyman	741	12.8	563	9.1
Coach	1,368	23.6	752	12.2
Principal	1,425	24.6	1,312	21.2
Academic teacher	1,194	20.6	1,280	20.7
Vocational agriculture teacher	1,040	18.0	327	5.3
Vocational home ec. teacher	461	8.0	1,259	20.4
Distributive education teacher	638	11.0	544	8.8
Business education teacher	941	16.3	1,413	22.9
Trade & industrial ed. teacher	723	12.5	362	5.9
Industrial arts teacher	1,029	17.8	352	5.7
Guidance counselor	1,732	29.9	1,970	31.9
Others	2,452	42.4	2,862	46.3

Again, the tremendous impact of the home upon the plans of youth is demonstrated. Both girls and boys rank their mothers first and fathers second. A friend is placed in third position, with another member of the family nominated for fourth place. Outside the family, and other than a friend, a person pursuing the work in which the subjects are interested ranks fifth.

A number of persons in school are identified as exerting influence. Foremost among them and in order named are: the counselor, the principal and the academic teacher. With boys the coach ranks fourth among school people; with girls, teachers of office occupations and home economics rank high in influence.

There are significant differences between the influence of the home and school upon occupational and educational choices. Clearly, the impact of the home is solid in both cases. Yet, unexpectedly, the home has more influence on educational decisions. There the mother is clearly established as the predominating influence. The influence of the school is secondary to family and friends. Through it functions about equally well with both occupational and educational plans, influence on educational decisions slightly outweighs its impact on occupational choices.

To continue their education students look to their parents for financial aid; 47 per cent of them. Another 25 per cent will use their own resources, largely a part-time job. Very few expect to borrow money or attain a scholarship. A sizeable number are without financial plans, 15 per cent, but generally those with post high school educational plans do not consider finances to be a major problem. Interestingly enough there is a great number of students who consider the family financial structure sufficiently strong to support their educational expectations.

Equally significant is the large segment of the students with plans for continuing their education beyond high school for vocational purposes. The fact that sizeable differences exist among the occupational aspirations of students and their program of studies may account for many who do not consider high school terminal.

SECTION IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research has two primary objectives: (1) to identify the occupational and educational aspirations and expectations of Louisiana high school students, and (2) to relate these aspirations and expectations to their background of experiences. Among the pertinent questions it attempts to answer are:

1. What does a youth-oriented society think about work?
2. Are individual students concerned about vocational questions?
3. Do boys and girls have occupational and educational aspirations — are they actually making choices?
4. Are high schools providing the information needed for directing students through the decision making process?
5. Are students making informed choices or do they accept plans made by their parents?
6. What experience-factors influence choices?
7. What persons influence the decision-making process?

The subjects utilized in the study consisted of 13,607 students enrolled in high schools located in areas considered rural, semirural, and urban. Comprising this number were 7,021 girls and 6,586 boys. Collection of their background of experiences was accomplished by the group interview technique.

Information obtained was programmed for computer processing by sex and grade level to supply a frequency and percentage distribution on all items contained in the data gathering instrument used. Findings were further processed to reveal comparison of selected student experiences with aspired and expected occupational and educational choices. Statistical procedures employed in data analysis are: number and per cent distribution, the Chi-square test of independence, and the coefficient of contigency.

In reporting the research, attention is first focused on real life activities and situations serving to form factors which may actively contribute to occupational and educational choices. A second but basic element presented is the actual occupational and educational aspirations and expectations of students. Then given is a summary of relationships between selected factors and aspired occupational and educational levels.

The main intent in this sequence is to emphasize findings which have a general kinship to the process of occupational and educational decision-making. The specific areas of study reported are:

- Student self-related factors
- Student family related factors
- School related factors
- Occupational aspirations and expectations
- Educational aspirations and expectations
- Summary of relationship between selected factors and the aspired and expected occupational and educational levels of students

An objective consideration of these six areas is presented sequentially in summary form:

Student Related Factors

Louisiana high school students live with both parents, with the exception of Negro students who tend to live with their mothers or a close relative. Most students have a close friend who is also in high school. Few students have work experiences away from home.

Family Related Factors

The over-all status of parents having children in high school is at a significant socio-economic level:

- Size of family slightly exceeds the state average of 3.4; also family income exceeds the state average of $6,475 earned in 1965.
- Parents rank above average educationally — 40 per cent of fathers and almost 50 per cent of the mothers have a high school education. In contrast for adults above 25 the state average is 32.3 and for the nation it is 41.1.
- Parents generally feel that their education is adequate; moreover, they encourage their children to continue their education beyond high school.
- While the majority of mothers are full-time homemakers, 38.6 per cent of them work away from home. The over-all tendency of parents is to consider their occupational level to be satisfactory.

School Related Factors

Louisiana high school students are acquiring a general education. Almost equal numbers are enrolled in general and college preparatory curriculums, while less than 20 per cent of the total experience occupational training. A wide gap exists between occupational goals and education.

- About three of four students choose an occupation at the skilled or technical level; yet, less than one of five pursue related training in high school. Boys who do pursue traditional vocational programs tend to drop them as they advance in high school; girls by contrast tend to favor vocational training as they move up the educational ladder.

- Student academic achievement compares favorably with national norms; girls have a tendency to cluster at the B and better levels; boys at the C plus level. A majority of students are active in extra-class activities, although a sizeable number are not. Both the home and school apply pressure on students to achieve high scholastic standing and to continue their education. Unquestionably, the encouragement from home equals or exceeds that of the school.
- Students make occupational and educational decisions; again the home wields the most influence. Guidance counselors are more influential with educational choices. Parents, relatives and friends rank first for both educational and occupational choices. In spite of claims to the contrary, the home continues to be the major agency affecting educational and vocational choices.
- Occupational information geared to realistic occupations is not adequate at the high school level; students, generally, are not knowledgeable in occupational subjects.

Occupational Aspirations and Expectations

The term "occupational aspiration" refers to the occupational ambitions of high school students— primarily, the occupation to which they aspire as an individual. Actually, personal aspirations may go unfulfilled; but, they serve as a guide.

By comparison, the term "occupational expectations" is used to identify that which is more likely to occur in a final selection of an occupation, even though the one actually entered may be the same or second best.

- More than 90 per cent of high school youth have occupational ambitions; they want to work for a living and they are committed to a fairly wide range of occupations, although large numbers tend to concentrate on a relative few. Usually, they have confidence in their ability to enter the work of their choice.
- Student occupational interests are well-defined; they can be easily classified under such categories as: skilled, clerical, and technical. Only a limited number aspire to small business and farming careers. Considering the students interviewed, almost one-half of high school students aspire to the serving professions. They have little interest in semi and unskilled occupa-

pations; in fact, a great majority aspire to occupations ranked from medium to high on a prestige scale.

- Students develop occupational aspirations at an early age; at the 10th grade level or below, giving the school ample opportunity to provide relevant training. As a rule, students are not knowledgeable in the occupation to which they aspire; less than one-third have made a study of it.
- Students are fully aware of the need for training in the occupation of their choice. Fully one-half of them look to vocational training at the post high school level. They consider high school graduation basic to their occupational plans.
- Students are motivated occupationally by the economic status they hope to achieve. They aspire to a family income equal to or above the national average.
- Students make fairly firm occupational commitments at an early age, with the exception of those with ambitions to become professional workers. Nearly one-half of them do not expect to attain their objectives. Equally unfortunate, they are without alternate occupational choices; they are uncertain and confused. Actually, they make up the bulk of students who have aspirations but have no expectations of fulfilling them.
- There is little difference between the occupational aspirations and expectations of boys and girls. Girls tend to place their occupational interests above marriage. Even so, they list marriage as the chief cause for a change in occupational outlook. Boys indicate, besides a change in interests, finances and a lack of individual ability.
- Generally, students have faith in their occupational choices. A majority believe in their ability to enter and be a success in the occupation selected; in fact, one-fourth of them rate their chances as excellent.

Educational Aspirations and Expectations

This report offers no review of high school curricula; it only identifies the educational programs students pursue and attempts to relate them to occupational and educational choices of students. The basic issue is whether the educational experiences of high school students are preparing them for effective work in a rapidly changing environment.

- Students enroll in different curriculums, indicating that they have options and freedom of choice; almost 100 per cent aspire to graduation.
- Both the school and home encourage students to attain a high educational level; about one-third of the students expect to at-

tend college for four years; another one-third expect to enter some kind of a post high school program for vocational training; and the remaining one-third consider ending their formal education with the high school. Boys looking to college exceed the girls, while girls planning to enter post high school vocational programs exceed boys.

- More boys than girls who expect to enter college have weak scholastic records. Moreover, there is a tendency among both groups to become uncertain about their plans for college as they progress in high school, a trend that applies more to boys than girls.
- Generally, students who have college aspirations tend to be without solid plans while students who have aspirations to enter the workworld as jobholders have more consistent goals.
- Students rate family influence first on their educational plans—especially the mother. The role of the school in helping students shape educational decisions is secondary when the full weight of home and friends is taken into account.
- Nearly one-half of high school students look to family financial support to continue their education beyond high school; 25 per cent consider their own resources sufficient. Most do not consider finances a problem.
- Students generally hold traditional vocational high school programs in low regard — particularly following the first year's offering when enrollments start to decline. Relevancy of these programs to the lives of the students is considered the heart of the problem.

Relationship of Selected Factors Between Aspired and Expected Occupational and Educational Levels of Students

Many of the student experiences just summarized are factors affecting student occupational and educational choices. This relationship is shown in detail by statistics making up Tables 29 through 64, all contained in Appendix C.

In the interest of brevity and to avoid being repetitious the contents of these tables are not reported in detail; instead, their full impact is shown in Tables 25 through 28.

TABLE 25

THE RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO SELECTED VARIABLES

Selected Variables	Chi Sq.	Degrees of Freedom	Level of Confidence	Contingency Coefficient
		BOYS		
Curriculum	742.44	8	.01	0.38
Number of siblings	49.56	16	.01	0.10
Father's income	64.74	16	.01	0.13
Father's education	173.84	9	.01	0.20
Mother's education	149.21	9	.01	0.18
Grade point average	380.37	9	.01	0.28
Estimated annual income	86.17	16	.01	0.14
Grade level when occupational choice made	60.09	16	.01	0.12
Father's occupation	261.60	12	.01	0.24
		GIRLS		
Curriculum	531.90	8	.01	0.30
Number of siblings	16.64	16	—	0.06
Father's income	27.48	12	.01	0.08
Father's education	98.56	9	.01	0.14
Mother's education	88.63	9	.01	0.13
Grade point average	200.65	9	.01	0.19
Estimated annual income	12.69	12	—	0.05
Grade level when occupational choice made	72.79	12	.01	0.12
Father's occupation	106.88	12	.01	0.15

TABLE 26

THE RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO SELECTED VARIABLES

Selected Variables	Chi Sq.	Degrees of Freedom	Level of Confidence	Contingency Coefficient
		BOYS		
Curriculum	427.67	8	.01	0.34
Number of siblings	31.54	16	.05	0.10
Father's income	45.97	16	.01	0.12
Father's education	119.09	12	.01	0.19
Mother's education	112.79	12	.01	0.18
Grade point average	242.14	12	.01	0.26
Estimated annual income	57.25	16	.01	0.13
Grade level when occupational choice made	119.37	16	.01	0.12
Father's occupation	334.11	16	.01	0.12
		GIRLS		
Curriculum	343.36	8	.01	0.29
Number of siblings	20.55	12	--	0.07
Father's income	23.38	8	.01	0.08
Father's education	60.35	6	.01	0.13
Mother's education	68.90	6	.01	0.14
Grade point average	139.50	6	.01	0.19
Estimated annual income	17.37	8	.05	0.07
Grade level when occupational choice made	26.68	8	.01	0.08
Father's occupation	47.93	8	.01	0.12

TABLE 27

THE RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO SELECTED VARIABLES

Selected Variables	Chi Sq.	Degrees of Freedom	Level of Confidence	Contingency Coefficient
	BOYS			
Curriculum	1416.33	6	.01	0.46
Number of siblings	221.82	12	.01	0.20
Father's income	330.91	12	.01	0.26
Father's education	605.39	9	.01	0.33
Mother's education	535.69	9	.01	0.31
Grade point average	882.95	9	.01	0.38
Estimated annual income	367.35	12	.01	0.26
Grade level when occupational choice made	125.94	12	.01	0.15
Father's occupation	292.79	12	.01	0.24
	GIRLS			
Curriculum	1467.45	6	.01	0.45
Number of siblings	122.70	12	.01	0.14
Father's income	171.04	12	.01	0.19
Father's education	471.52	9	.01	0.28
Mother's education	535.69	9	.01	0.30
Grade point average	1004.56	9	.01	0.39
Estimated annual income	202.03	12	.01	0.19
Grade level when occupational choice made	67.09	12	.01	0.11
Father's occupation	153.37	12	.01	0.17

TABLE 28

THE RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO SELECTED VARIABLES

Selected Variables	Chi. Sq.	Degrees of Freedom	Level of Confidence	Contingency Coefficient
	BOYS			
Curriculum	1466.63	6	.01	0.47
Number of siblings	194.12	12	.01	0.19
Father's income	280.87	12	.01	0.24
Father's education	570.14	9	.01	0.32
Mother's education	511.70	9	.01	0.30
Grade point average	883.34	9	.01	0.38
Estimated annual income	324.57	12	.01	0.25
Grade level when occupational choice made	24.80	12	.05	0.07
Father's occupation	256.74	12	.01	0.23
	GIRLS			
Curriculum	1417.69	6	.01	0.45
Number of siblings	110.40	12	.01	0.14
Father's income	145.13	12	.01	0.17
Father's education	451.47	9	.01	0.28
Mother's education	568.43	9	.01	0.31
Grade point average	926.29	9	.01	0.38
Estimated annual income	157.65	12	.01	0.17
Grade level when occupational choice made	51.59	12	.01	0.10
Father's occupation	157.05	12	.01	0.17

Among all the various factors affecting student occupational and educational decisions nine considered more significant were selected to show degree of influence:

... Curriculum
... Number of siblings
... Father's income
... Father's education
... Mother's education
... Grade point average
... Estimated annual income
... Grade level when occupational choice is made
... Father's occupation

Each summary Table (25-28) contains these same factors; but are treated separately for boys and girls. Table 25 is used to illustrate how to read and interpret each of the series:

1. *Chi-square* refers to a test that compares research results with those to be expected theoretically,
2. *Degrees of Freedom* refer to the number of restrictions placed upon the observations,
3. *Significant at The .01 Level of Confidence* refers to the probability of such an association occurring by chance is less than the critical one per cent confidence level, and
4. *Coefficient of Contigency* refers to an approximate measure of correlation when each of two variables under study has been classified into two or more categories.

This illustration can be construed to mean: when applied to boys the curriculum is highly influential on the making of occupational choices. This is supported by a Chi-square value of 742.44; eight (8) degrees of freedom; significance at the .01 level of confidence; with a coefficient of contigency of (C) .38.

Some of the significant relationships found between the selected factors and student choices were more positive than others. These differences are summarized below:

- Table 25 shows the association of selected factors with Aspired Occupational Level. All nine factors when applied to boys are significant in influence at the .01 level of confidence. The strength of these associations, as indicated by C values, is significant. The factors of curriculum, grade point average, father's occupation, and father's education have a C value of .2 or better, indicating a high level of influence. For girls; all factors except two, number of siblings and estimated annual income, relate rather closely to aspired occupational level; that is, probability of such an association occurring by chance is less than the one per cent confidence level. These two factors are not significantly related. A highly influential significant rating can be given to only one factor; the curriculum with a C value of .30.

- Table 26, Expected Occupational Level: for boys, all factors, except number of siblings, are closely related. They are significant at the .01 level of confidence. Number of siblings is significant at .05 level. Curriculum and grade point average with C values above .2 are rated highly influential. Concerning girls, all factors are considered closely related except number of children. Seven were significant at the .01 level of confidence, and one at the .05 level. Number of children is not considered significant. Only one factor, curriculum, has a C value of more than .2 and is ranked highly influential.
- Table 27, Aspired Educational Level: for boys, all factors were significant at the .01 level of confidence, indicating a close relationship between factors and aspired educational level. When C values are considered eight factors are significant: curriculum, grade point average, father's education, mother's education, estimated annual income, father's income, father's occupation and number of children, in descending order. For girls; all factors are significant at the .01 level of confidence thus relating closely to aspired educational levels; four factors had C values above .2 and are ranked highly influential: curriculum, grade point average, mother's education and father's education respectively.
- Table 28, Expected Educational Level: for boys, all factors except one, grade level occupational choice made are closely related to educational level with Chi-square values indicating significance at the .01 level of confidence. Grade level occupational choice made is considered significant at the .05 level with a C value of .07 indicating that this factor is less influential on expected educational decisions. A review of coefficient of contingency shows six factors with values of .2, or greater, indicating a high degree of influence: curriculum, grade point average, father's education, mother's education, father's income and father's occupation. For girls, all factors are closely related with significant readings at the .01 level of confidence. High C values, .2 or higher, are recorded for four factors: curriculum, grade point average, mother's education and father's education; hence, ranking as highly influential.
- Summarzing the tables collectively, the findings further strengthen the earlier assertions of strong family influence on the decisions of youth. Of paramount significance is the revelation

that the curriculum studied in high school and the grade point average achieved are the two most influential factors in the occupational and educational decisions of boys and girls.

Conclusions

Growing out of today's evaluation of the secondary school system is a belief in the failure of the high school to give training relevant to the lives of its students; that textbook learning practiced in most schools fails to consider the realities of student problems. Appearing more frequently in print is the charge that the school continues to dispense accumulated knowledge and fails to function as a center of learning.

This report is not designed to take advantage of the high school at a time when society is giving it a critical examination, nor does it promise any new approaches to curriculum structure or content. Only one level of the formal program is under consideration: student choices which relate to occupational development. In this area the investigation reveals within each student some solid problems, interests, needs and ambitions, and, if students are to benefit fully from their school experiences, the school must come to grips with their aspirations and struggles.

Strongly implied in the research is that Louisiana high schools have high grade students. Their students come from above-average homes, considering both education and income. Most of them are scholastic achievers; they are also thinkers and make decisions. Moreover, they show ability to interpret and forecast their future. Yet, on the other hand, there is evidence showing a discrepancy between what they foresee and their educational program. A majority plan to enter the workworld as jobholders; but, their training fails to emphasize occupational development. Clearly, the formal high school program is college oriented. This undoubtedly accounts for the large number of students who aspire to college and therefore professional careers. It may also create the confusion found among college aspirants who do not actually expect to enter college.

These considerations are corroborative with other conclusive results of the research; all should be of interest to personnel in education.

- The area of occupational choice is a major concern of this study. Its findings suggest that high school students develop strong occupational interests at an early age. At least tentative choices are made before they reach the 11th grade, with one-half of them acting at the 9th grade level or below.

More girls than boys make early choices. First choices by all tend towards the professions.

Firmer choices are made by those who expect to enter the labor force as wage earners. Nearly one-half of those aspiring to professional careers do not expect to attain them. They are without alternate choices.

Students have little interest in business careers, including farming; few, if any, want to enter the workworld as unskilled laborers.

Considering expectations, or long-range plans, the occupational level students will attain is: 25 per cent in the professions; 40 per cent at wage earning occupations; 5 per cent at semi-skilled jobs; and 30 per cent are without plans to achieve their original aspirations. The major portion of the uncertain group is made up of those who first considered the professional level.

The development of early identifiable occupational preferences allows the school ample time and opportunity to provide relevant training.

- Occupational information provided in school is without appreciable influence on occupational choices, although there is evidence to show that such material is available. Students generally lack a knowledge of basic occupational literature.

  The counseling service in the high school is not occupationally oriented; rather it is directed towards educational planning, a fact that is readily recognized by the students.

- The home still exerts the most influence on the vocational choices of high school students; in the school, the counselor ranks first among school personnel.

- Students tend to enroll in traditional vocational programs on entering high school; afterwards the attrition rate is high for boys beginning with the second year when they transfer to the general curriculum. Girls, on the other hand, evidence more interest in vocational training as they climb the educational ladder.

  It follows that vocational programs provided are more relevant to girls than to boys.

- The majority of students are not experiencing occupational training in high school; actually, less than 20 per cent. Yet, almost three of four expect to enter the workworld as technical or skilled workers. One or both of two situations exists: traditional vocational programs do not provide relevant and reliable training, or the school does not provide enough training options.

- Students, more than 60 per cent of them, do not expect to step off the high school educational ladder to some rung on the occupational ladder; they expect to continue their education to acquire a specific set of skills needed to obtain a satisfactory job.

Students with educational ambitions beyond high school take two directions, more than one-half enter a vocational program; the others plan for a college degree.

- Student educational aspirations and expectations, like those considered vocational, are influenced most by the home and friends. While school influence is secondary to the home, it plays a leading role in alerting students to the need for continuing their education— especially, at the college level.
- The school is not selective in moving students towards college entrance. The college-bound role of many students is played in fantasy. They develop unrealistic aspirations for prestigious careers when actually a type of work more appropriate to individual capabilities should be considered.

  The strong commitment of the school to college preparation tends to develop impractical educational aspirations by many students; a process that is taking place in the absence of instruction covering occupations below the professional level.
- Students are influenced in their occupational and educational aspirations and expectations by a great host of forces to which they are constantly exposed. The degree of relationship between a few selected forces and student choices is established statistically. Clearly, among those most influential is the curriculum pursued and the grade point average achieved.
- Louisiana high schools have quality students; their academic achievement compares favorably with national norms. The girls are better students; but, they are less consistent with their educational plans.
- Finally, students in overwhelming numbers are committing themselves to the workworld. Their occupational development is a challenge to the high school.

Recommendations

The central thrust of this research is to supply some of the information needed to initiate improvements in the occupational development of high school students. The fact is, the study is an outgrowth of problems and pressures—demands for change—felt for curriculum reform since the passage of the Morse-Perkins Act (PL 88-210 by Congress in 1963. These pressures are at work to develop an occupationally oriented school program in which all students will have an opportunity to prepare for living in a rapidly changing society. All America is concerned about jobs.

Most vocational programs in high school are of the traditional kind;

they are chronological misplacements dating back to and patterned after the provisions of the Smith-Hughes Act of 1917. A half century ago, the country was largely rural; children were an essential part of the farm labor force. Much of the work off the farm required little formal schooling, while the demand for the industrial type worker was just beginning. Schooling took second place to on-the-job training, except for a select few who could attend college and train for the professions. It was then that the Louisiana high school was under development; hence, its subsequent growth as a college oriented institution is not surprising.

Obviously, yesterday can not be continued indefinitely. High schools must now consider and adjust to the realities of their present environment. Society imposes a new burden on them: their students must be educated for social living and trained for work to make a living.

Organizing the high school to provide a truly expanded educational opportunity for prospective jobjolders does not mean that students will receive less general education. Both are essential; in fact, one supports the other and, in combination, they make better education for youth. What distinguishes the comprehensive high school from the rest, is that it challenges traditional educational concepts — that general education is all a student needs — that it prepares him for job entry and the employer will subsequently train him.

This is a case of educators working under orders handed down from a central power structure, of educators looking at fantasy and considering it real because they wish it so, or they are doing what they have been trained to do.

At the heart of the high school system is academic control of curricula. The central problem is how to make a school in an age of mass education respond to the urgent vocational needs of a statistical majority. Presently, the gap is so wide that it's measurement presents an impossible task. Behind the problem is a simple explanation: the school has moved into another epoch.

The problem educators face is no different from those of the highway engineer. When automobiles and trucks were few, traffic ran smoothly on few and narrow highways. But as vehicles of all kinds continually multiplied in number, highways had to be widened and strenghtened. Even then traffic jams occurred; new highways had to be constructed to provide the traveler with route options.

The same way out can be taken by the high school to meet its basic problem; it can widen and strenghten the educational tracts students take and provide more of them — primarily, vocational training options and resources to implement them.

Alternatives to traditional vocational training are encouraged by the 1968 Amendments to the Morse-Perkins Act. In effect, these Amendments tend to eliminate centralized planning of vocational programs in favor of local planning. Now educators at the local level face the challenge of providing more realistic occupational training; presumably, existing training will be continued only when it can be made to meet student needs.

Democratizing the high school is not an easy process; its normal course is not easy to change. Many educators feel that all youth should go to college; therefore, all high school students should be prepared for college. They see vocational training for only those who are unable to successfully complete a college preparatory program. Yet, unquestionably the majority of educators sense the need for basic curricular reform — that the preparation of the jobholder must and can be different — and they will continue to revise curricula content in an effort to make classroom work more relevant to the lives of the different learners.

Such curricular revision and reform will occur as new information is discovered. Presently, literature on the process of occupational development in high school is limited. Educators generally have not been fruitful researchers in this vital area. What specific skills a student needs and can use immediately upon leaving school for productive work — exactly what it is that the future jobholder must learn and what educational resources to provide — clearly suggest the need for all kinds of new information; both for the school and the student.

All of the information obtained from the research being reported is certainly not new; much of it has been discovered and published by researchers in other states. Notwithstanding, the study does reveal some strong trends in student action at the high school level. These trends may be peculiar to Louisiana students since they are not described in available related literature — presumably, they are not uncommon and their relationship to education should be intensively examined:

1. Louisiana high school students develop occupational interests and make choices at an early age. Choices are confined to a rather narrow range of available occupations, while those making them show limited knowledge of the occupation chosen. Evidence indicates that less than 50 per cent are making informed and solid choices. In making decisions they are influenced more by the home than the school.

   The obligation of the school is clear: students need to have early in school organized and realistic information about the workworld and what it offers to youth if they are to make solid decisions. Moreover, it helps individuals identify personal likes and dislikes, along with capabilities.

2. The great majority of Louisiana high school students are not experiencing the process of occupational development in school or a

school related program. Evidence shows little or no relationship between the work pursued and the occupation chosen, in truth; few students claim any knowledge of the occupation chosen. They look beyond the high school to obtain the necessary training. Moreover, the number engaged in work away from home, plus those experiencing on-the-job training, is insignificant.

> To bridge the gulf of misunderstanding between the occupationally oriented student on one hand and a concerned school on the other, it is suggested that the curricular design be made flexible enough to provide students with more training options; that traditional vocational programs be updated to relevancy. Basic to this action is a broad knowledge of the occupational development process by all school personnel.

3. Louisiana high school students with career objectives in the professional field tend to drop their choices and become occupationally uncertain as they move through school. They divide themselves equally between those who expect to complete college and those who do not. It follows that those who aspire to but do not plan to be a professional worker have a serious problem; they are without an occupational objective. For practical purposes, they are wasting good time.

Both the home and school sell the idea of college and professional careers to high school students. This can be a selfish interest, resulting in many fine boys and girls being the losers — especially those who come to realize their inability to accomplish either of the two goals. A consequence may include one of two unfortunate experiences: they complete high school without goals for the next step, or they become early college dropouts.

> To better cope with the problem, it is suggested that schools generally give primary concern to the development of occupational objectives, including students who aspire to college and professional careers. All students can benefit by a constant evaluation of their occupational choices. New choices can be made when early ones are found unrealistic.

4. Students claim a whole catalogue of factors affecting their occupational choices: those related to the home, the school and social class. They establish the home as the major agency influencing choices, a fact that is supported by allied research. Parent efforts at bending their children to their ambitions is considered the core of this influence, a process that begins early in childhood.

In spite of home pressures, youth tend to mature vocationally in a school environment; formal education affects occupational choices. The trend of school-student relationships is towards refining and stabilizing occupational interest patterns on an individual basis. Usually, students do not arrive at choices alone; a school problem is to provide the right kind of counsel.

The important question is whether a student gets the help he needs in discovering ways of relating himself to work. Obviously, to give him effective counsel, school personnel need to know the factors influencing him and the strength of his ties to them. Central in the process of choice development in school are counselors, academic teachers, vocational teachers, coaches and the principal. Cumulative impact of these groups of school personnel, individually and collectively, is generally down graded by students.

> Realistic preparation for work is based on individual occupational goals; to identify them is a continuing problem for high school personnel. In seeking ways to handle the problem, it is suggested that educators consider occupational development as a major element of the high school program, that teacher competencies include a functional knowledge of the process.

5. More than one-third of the students expect to enter a post high school vocational program to further prepare for the occupation of their choice. They foresee a two-year training program in either a public or a private school. Persons of this group, added to those who expect to obtain a college degree, show at least two-thirds committed to continued education. Their action poses a problem of the first magnitude to those who would provide educational opportunities appropriate to the total needs.

> Presumably, those of the potential four-year college group can fulfill their needs in existing facilities. The others have considerably more diverse interests and needs involving numerous skilled and technical occupations; their goal is vocational rather than professional adequacy — it is less than college grade, and demands different programs plus special resources. The central problem is those available: they are not varied, nor are they plentiful.
>
> Bridging the gap between high school and college for students wanting continuous vocational training may prove to be the key to improved education. The failure of students to mature occupationally in high school, the failure of junior and senior colleges to provide varied vocational curriculums at the two-year level, suggest that research be undertaken to investigate the needs and values of high school students who plan to continue their education after high school as a vocational student. Such research would be profitable to both the students and those charged with providing opportunities in education.

Finally, the process of occupational and educational choice-making itself has not been the object of this study; rather, the research, for the most part, is focused on choices made and factors affecting choice. The fact that students are at different stages of choice-making — that a wide discrepency exists between "aspired" and "expected" — implies greatly differing needs and concerns. This is clear evidence of the need for counseling and guidance services comprehensive enough to cope more effectively with these varying needs. Generally, students do not make choices alone; important to them is having the right kind of help available.

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APPENDIX A

Student Interview Schedule

LOUISIANA STATE UNIVERSITY
COLLEGE OF AGRICULTURE
SCHOOL OF VOCATIONAL EDUCATION

OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL YOUTH AND FACTORS INFLUENCING THEM

(Inventory)

Baton Rouge, Louisiana
March 1968

DO NOT WRITE ON THE QUESTION BOOKLET. RECORD YOUR ANSWERS ON THE ANSWER SHEET

1. Grade:
    (1) 9th
    (2) 10th
    (3) 11th
    (4) 12th
2. Sex:
    (1) Male
    (2) Female
3. Age:
    (1) 14 years of age or less
    (2) 15 years
    (3) 16 years
    (4) 17 years
    (5) 18 years and over
4. Curriculum:
    (1) College Preparatory
    (2) General
    (3) Vocational

5 - 10 Indicate years enrolled in vocational courses:

5. Vocational Agriculture
    (1) 1 year
    (2) 2 years
    (3) 3 years
    (4) 4 years
    (5) never enrolled
6. Vocational Home Economics
    (1) 1 year
    (2) 2 years
    (3) 3 years
    (4) 4 years
    (5) never enrolled
7. Office Occupations
    (1) 1 year
    (2) 2 years
    (3) 3 years
    (4) 4 years
    (5) never enrolled
8. Distributive Education
    (1) 1 year
    (2) 2 years

(3) 3 years
(4) 4 years
(5) never enrolled

9. Industrial Arts
    (1) 1 year
    (2) 2 years
    (3) 3 years
    (4) 4 years
    (5) never enrolled
10. Trade and Industrial
    (1) 1 year
    (2) 2 years
    (3) 3 years
    (4) 4 years
    (5) never enrolled

I. SELF RELATED FACTORS

11. I live with:
    (1) My own parents
    (2) A parent and a step-parent
    (3) One parent only
    (4) My grandparents
    (5) Other relatives or guardians
12. As to working while I am in high school:
    (1) I do not work away from home
    (2) I sometimes work away from home
    (3) I work regularly at a job away from home
13. About summer employment for which I am paid, I work:
    (1) Full-time every summer
    (2) Part-time every summer
    (3) Some summers part-time
    (4) Some summers full-time
    (5) Have never been employed during summers
14. Nearly all of my friends now:
    (1) Have graduated from high school
    (2) Are presently attending high school
    (3) Have quit school
15. At the present time my *best friend* is: (Indicate *only one*)
    (1) Attending high school
    (2) Quit high school
    (3) Graduated from high school
    (4) Attending a business school, vocational school or college
    (5) Serving in the armed forces

II. FAMILY RELATED FACTORS

16. My parents are: (Indicate **only one**)
    (1) Both living
    (2) Both deceased
    (3) Father deceased
    (4) Mother deceased
    (5) Separated or divorced

A. RECORD THE ANSWERS FOR THIS QUESTION ON THE FORM ATTACHED TO THE ANSWER SHEET.
Occupation of parents: (If retired or deceased, indicate the occupation held prior to that time.) (Specify the **Kind of work done** and not where employed.)

17. My Mother:
    (1) Is a full-time homemaker
    (2) Has a full-time job outside the home
    (3) Has a part-time job outside the home
    (4) Does not apply
18. Number of children in the family: (Include yourself and married children.)
    (1) One or two
    (2) Three or four
    (3) Five or six
    (4) Seven or eight
    (5) Nine or more
19. My **Father's** annual income:
    (1) Under $3,000
    (2) $3,000 - $4,999
    (3) $5,000 - $6,999
    (4) $7,000 - $9,000
    (5) Over $9,000
20. My **Mother's** annual income:
    (1) Under $3,000
    (2) $3,000 - $4,999
    (3) $5,000 - $6,999
    (4) $7,000 - $9,000
    (5) Over $9,000
21. I consider my parents status in the community to be:
    (1) Very important people
    (2) Just average people
    (3) Not important people
22. My Father's education consisted of:
    (1) Less than high school

(2) Completed high school
(3) Vocational school, business school, or some college
(4) College degree (B.S., M.S., PhD., or Professional Degree)
(5) Uncertain or does not apply
23. My Mother's education consisted of:
(1) Less than high school
(2) Completed high school
(3) Vocational school, business school, or some college
(4) College degree (B.S., M.S., PhD., or Professional Degree)
(5) Uncertain or does not apply
24. My Father's opinion of his educational level:
(1) Excellent
(2) Good
(3) Satisfactory
(4) Poor
(5) Does not apply
25. My Mother's opinion of her educational level:
(1) Excellent
(2) Good
(3) Satisfactory
(4) Poor
(5) Does not apply
26. My parents' encouragement concerning continuing my education:
(1) Very encouraging
(2) Encouraging
(3) No encouragement
(4) Does not apply
27. My Father considers his occupation to be:
(1) Excellent
(2) Good
(3) Satisfactory
(4) Poor
(5) Does not apply
28. My Mother considers my Father's occupation to be:
(1) Excellent
(2) Good
(3) Satisfactory
(4) Poor
(5) Does not apply
29. I consider my Father's occupation to be:
(1) Excellent
(2) Good
(3) Satisfactory
(4) Poor
(5) Does not apply

III. SCHOOL RELATED FACTORS

30. Number of elementary schools I have attended: (1) (2) (3) (4) (5)
31. Number of junior high schools I have attended: (1) (2) (3) (4) (5)
32. Number of high schools I have attended: (1) (2) (3) (4) (5)
33. My parents' participation in school activities is:
    (1) Excellent
    (2) Good
    (3) Satisfactory
    (4) Poor
    (5) Does not apply
34. My high school academic achievement average over the years attended is:
    (1) D (1 point)
    (2) C (2 point)
    (3) B (3 point)
    (4) A (4 point)
35. As compared to most students in my high school, my leadership ability is:
    (1) Greater than average
    (2) Average
    (3) Less than average
    (4) Uncertain
36. Concerning continuing education; my teachers have been: (Indicate **only one**)
    (1) Strongly encouraging
    (2) Encouraging
    (3) Fairly encouraging
    (4) Never said much about it
    (5) Discouraging
37. The degree of the availability of occupational information in my school is:
    (1) Excellent
    (2) Good
    (3) Satisfactory
    (4) Poor
38. The degree of the availability of counseling service in my school for me is:
    (1) Excellent
    (2) Good
    (3) Satisfactory
    (4) Poor
39. The number of extra curricular activities in which I have actively participated as a member are: (Note that 5 indicates no participation in extra curricular activities.)

(1) One
(2) Two
(3) Three
(4) Four or more
(5) None

40 - 54. The subjects that have influenced my educational and occupational choices are: (Indicate those which apply by recording (1) for yes or (2) for no.)

	Yes	No	
40.	(1)	(2)	English
41.	(1)	(2)	Mathematics
42.	(1)	(2)	History
43.	(1)	(2)	Civics
44.	(1)	(2)	Science
45.	(1)	(2)	Office occupations
46.	(1)	(2)	Industrial arts
47.	(1)	(2)	Home economics
48.	(1)	(2)	Trade & Industrial education
49.	(1)	(2)	Distributive education
50.	(1)	(2)	Foreign Language
51.	(1)	(2)	Art
52.	(1)	(2)	Music
53.	(1)	(2)	Health & Physical Education
54.	(1)	(2)	Vocational agriculture

55. In general, I:
(1) like school
(2) dislike school

56. I discuss my course choices with a guidance counselor:
(1) Yes
(2) No

57. I discuss my course choices with my teachers:
(1) Yes
(2) No

58. I discuss my occupational plans with a guidance counselor:
(1) Yes
(2) No

59. I discuss my occupational plans with my teachers:
(1) Yes
(2) No

60. The attitude of people in my community toward education is:
(1) Excellent
(2) Good
(3) Satisfactory
(4) Poor
(5) I am uncertain

IV. OCCUPATIONAL

B. RECORD YOUR ANSWER FOR THIS QUESTION ON THE FORM ATTACHED TO THE ANSWER SHEET.
If I were free to choose, **my desired occupational choice** would be:
(See form attached to answer sheet.)

61. The estimated annual income needed by my family for a comfortable living is:
(1) Under $3,000
(2) $3,000 - $4,999
(3) $5,000 - $6,999
(4) $7,000 - $9,000
(5) Over $9,000

62 - 77. My reasons for making this occupational choice are: (Indicate those which apply by recording (1) for Yes or (2) for No.)

Yes **No**
62. (1) (2) Interest in this work
63. (1) (2) Working conditions
64. (1) (2) Social standing of occupation
65. (1) (2) Availability of employment
66. (1) (2) Inheritance of a farm or business
67. (1) (2) Work experience in this occupation
68. (1) (2) Financial backing is available for this occupation
69. (1) (2) Personal satisfaction I can receive
70. (1) (2) Contributions to society
71. (1) (2) Salary or wages
72. (1) (2) Geographical location
73. (1) (2) Special talents or abilities
74. (1) (2) Length of time for training
75. (1) (2) Cost required to prepare for the occupation
76. (1) (2) Fringe benefits
77. (1) (2) Insistence of parents or relatives

78. If I require **financial aid** with my **desired occupational choice** the **primary** source will be: (Indicate **only one**)
(1) Parents
(2) Relatives
(3) Lending agencies
(4) Working at another job
(5) No help needed

79. The **primary reason** why I may not enter my desired occupation is: (Indicate **only one**)
(1) Physical handicaps, or lack of abilities or skills
(2) Continuing education impossible
(3) Lack of finances
(4) Marriage

(5) Change of interest

C. RECORD YOUR ANSWER FOR THIS QUESTION ON THE FORM ATTACHED TO THE ANSWER SHEET:

If I am unable to enter my desired occupation listed in question B, then **I will probably enter this occupation. (See form attached to answer sheet)**

80. I think my ability as related to the occupation I will probably enter is:
    (1) Excellent
    (2) Good
    (3) Satisfactory
    (4) Poor
    (5) Uncertain or no choice made

81. Regarding my knowledge of the occupation which I will probably enter, I have: (Indicate **only one**)
    (1) Good knowledge because I have studied it
    (2) General knowledge but don't know much about the duties of it
    (3) Don't know much about it yet but will find out when I go to school
    (4) Don't know much about it yet but will learn from experience on the job
    (5) Don't know because I have not yet made a choice

82. I made my occupational choice while in: (Indicate **only one**)
    (1) Eighth grade or below
    (2) Ninth grade
    (3) Tenth grade
    (4) Eleventh grade
    (5) Twelfth grade

83. The education which I will need for entering my chosen occupation is: (Indicate **only one**)
    (1) Less than high school
    (2) Completion of high school
    (3) Vocational school, business school, or some college
    (4) College degree (B.S., M.S., PhD., or Professional Degree)
    (5) Uncertain or no choice made

84 - 102. The person or persons who have influenced **my occupational choices** are: (Indicate those which apply by recording (1) for **Yes** or (2) for **No**)

	Yes	**No**	
84.	(1)	(2)	Mother
85.	(1)	(2)	Father
86.	(1)	(2)	Brother or Sister
87.	(1)	(2)	Grandparent

88. (1) (2) Other relative
89. (1) (2) Friend
90. (1) (2) Person in the occupation
91. (1) (2) Clergyman
92. (1) (2) Coach
93. (1) (2) Principal
94. (1) (2) Academic teacher
95. (1) (2) Vocational agriculture teacher
96. (1) (2) Vocational home economics teacher
97. (1) (2) Distributive education teacher
98. (1) (2) Business education teacher
99. (1) (2) Trade and industrial education teacher
100. (1) (2) Industrial arts teacher
101. (1) (2) Guidance counselor
102. (1) (2) Others

V. EDUCATIONAL

103. Regarding my educational plans, **I desire** to: (Indicate **only one**)
    (1) Drop out of high school
    (2) Complete high school
    (3) Attend vocational school, business school, or some college
    (4) Obtain a College degree (B.S., M.S., Ph.D., or Professional Degree)
    (5) Uncertain
104. If I continue my education it will be financed primarily by: (Indicate **only one.**)
    (1) Parents
    (2) Scholarship
    (3) Working
    (4) Borrowing
    (5) Uncertain
105. If I do not attain my desired educational goal the **main reason** could be: (Indicate **only one**)
    (1) Interest
    (2) Ability
    (3) Encouragement
    (4) Finances
    (5) Marriage
106. I will probably attain this educational level: (Indicate **only one**)
    (1) Drop out of high school
    (2) Complete high school
    (3) Vocational school, business school, or some college
    (4) College degree (B.S.,M.S.,PhD., or Professional Degree)
    (5) Uncertain

107 - 125. The person or persons who have influenced **my educational** choices are: (Indicate those which apply by recording (1) for Yes or (2) for No.)

	Yes	No	
107.	(1)	(2)	Mother
108.	(1)	(2)	Father
109.	(1)	(2)	Brother or Sister
110.	(1)	(2)	Grandparent
111.	(1)	(2)	Other relative
112.	(1)	(2)	Friend
113.	(1)	(2)	Person in the occupation
114.	(1)	(2)	Clergyman
115.	(1)	(2)	Coach
116.	(1)	(2)	Principal
117.	(1)	(2)	Academic teacher
118.	(1)	(2)	Vocational agriculture teacher
119.	(1)	(2)	Vocational home economics teacher
120.	(1)	(2)	Distributive education teacher
121.	(1)	(2)	Business education teacher
122.	(1)	(2)	Trade and industrial education teacher
123.	(1)	(2)	Industrial arts teacher
124.	(1)	(2)	Guidance counselor
125.	(1)	(2)	Others

APPENDIX B

Student Occupational Choices

STUDENT OCCUPATIONAL CHOICES

Occupation	Aspiration	Expectation
Accountant	79	68
Actor or Actress	38	17
Administrator	30	19
Aeronautical Engineer	3	1
Aerospace Worker	1	1
Advertising	8	5
Agriculturalist	64	52
Airline Hostess	63	21
Anthropologist	2	3
Architect	115	43
Archeologist	21	8
Artist	162	84
Astronaut	18	4
Astrologist	22	4
Athlete	219	117
Auctioneer	1	0
Automotive Designer	4	5
Baby Sitter	2	2
Baker	1	1
Banker	2	1
Bartender	1	5
Beautician and Barber	376	295
Biologist	30	24
Boat Captain	3	5
Body Repairman	2	0
Bookkeeper	51	57
Brickmason	27	15
Businessman	196	237
Business Manager	1	3
Butcher	5	11
Butler	1	1
Carpenter	67	83
Cartoonist	2	0
Cashier	0	2
Caterer	1	0
Chef	1	0
Chemist	52	29
Chiropractor	3	1
Civil Service	1	0
Claim Adjustor	1	1
Clergyman	1	2
Clerical Worker	69	151
Communications Worker	12	4
Concrete Finisher	1	1
Construction Worker	47	40
Contractor	6	2
Cook	1	1
Counselor	0	1
County Agent	1	0
Dancer	12	10
Data Processor	42	23
Dental Assistant	4	1
Diamond Cutter	1	1
Dietician	14	15
Disc Jockey	3	0

Occupation	Aspiration	Expectation
Diver	1	0
Draftsman	79	38
Driller (oil)	4	3
Ecologist	1	1
Economist	1	2
F.B.I. Agent	2	0
Electrician	127	97
Engineer	567	215
Explorer	4	3
Farming	133	120
Fashion Designer	48	15
Fireman	5	4
Fisherman	0	3
Florist	7	7
Foreman	2	1
Forester	55	41
Gambler	1	0
Game Warden	17	18
Geologist	4	5
Glass Worker	1	0
Government	60	41
Gunsmith	1	2
Heavy Equipment Operator	23	23
Historian	1	0
Home Economics Teacher	38	28
Horse Trainer	4	3
Horse Trader	1	0
Horticulture	2	1
Housewife	141	605
IBM Programmer	134	59
Industrial Arts Teacher	12	5
Insurance Agent	2	1
Interior Decorator	95	55
Interpreter	54	19
Janitor	0	1
Jeweler	0	2
Journalist	11	5
Laborer	68	150
Lab Technician	1	3
Land Appraiser	1	0
Lawyer	241	103
Librarian	18	8
Logger	1	0
Machine Operator	7	3
Machinist	5	7
Maid	0	2
Mailman	2	1
Mathematician	15	6
Mechanic	385	262
Medical Doctor	420	127
Medical Technologist	16	8
Medicine	2	2
Merchant Seaman	5	2
Meteorologist	2	1
Military Service	182	375
Ministry	7	5

Occupation	Aspiration	Expectation
Missionary	37	27
Model	98	40
Mortician	3	6
Movie Director	1	0
Nun	10	4
Nurseryman	1	0
Musician	140	94
Nurse	769	422
Nurses Aide	11	34
Oceanography	25	5
Oil Welder	6	24
Painter	2	3
Pediatrician	9	2
Peace Corps Worker	18	18
Pharmacist	64	33
Physicist	18	6
Physical Therapist	12	10
Photographer	11	12
Pilot	114	61
Pipefitter	13	28
Plant Operator	11	10
Plumber	2	5
Policeman	88	82
President of U.S.	7	3
Printer	2	1
Public Relations	2	0
Psychiatrist	29	7
Psychology	41	14
Private Investigator	1	2
Pulpwood Contractor	1	0
Ranching	52	29
Race Car Driver	6	11
Radio Announcer	3	3
Railroad Worker	2	2
Real Estate Agent	5	3
Religion	19	15
Receptionist	33	44
Researcher	21	6
Reporter	7	8
Salesman	34	62
School Principal	1	0
Scientist	61	19
Secretary	983	885
Seamstress	39	27
Self Employed	29	26
Senator	1	0
Shoe Repairman	1	0
Singer	32	19
Sociologist	16	4
Social Worker	112	104
Sports Commentator	2	0
Stenographer	5	0
Stewardess	207	81
Stockbroker	3	1
Store Manager	1	1
Surveyor	3	1

Occupation		Aspiration	Expectation
Taxidermist		3	4
Tax Assessor		1	1
Teacher		1515	1252
Television Repairman		2	1
Technician		126	88
Telephone Operator		44	69
Therapist		18	15
Tourist Guide		1	1
Truck Driver		56	79
Trapper		2	2
Typist		2	8
Veterinarian		109	28
Welder		239	196
Wild Life Management		61	42
Writer		49	27
Zoologist		3	6
Waitress		3	6
X-Ray Technician		1	1
No Choice		1163	3121
No Reply		482	793
	Total	12010	12010

APPENDIX C

Statistical Treatment of Relationships

TABLE 29
RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO ENROLLED CURRICULUM

Aspired Occupational Level	College		General		Vocational		No Reply	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	BOYS*							
High	1,504	61.6	690	28.2	239	9.8	10	0.4
Medium high	73	29.1	126	50.2	51	20.3	1	0.4
Medium	367	22.2	826	50.0	442	26.8	16	1.0
Medium low	27	17.2	104	66.2	26	16.6	—	—
Low	4	10.5	27	71.1	6	15.8	1	2.6
Miscellaneous	127	36.4	177	50.7	43	12.5	2	0.6
No choice	258	28.7	453	50.3	168	18.7	21	2.3
	GIRLS**							
High	1,539	54.4	912	32.2	368	13.0	9	0.3
Medium high	7	20.0	22	62.8	5	14.3	1	2.9
Medium	597	24.6	1,118	46.0	699	28.8	15	0.6
Medium low	37	28.9	63	49.2	27	21.1	1	0.8
Low	3	33.3	2	22.2	4	44.5	—	—
Miscellaneous	35	15.5	144	63.7	45	19.9	2	0.9
No choice	112	21.5	292	56.2	101	19.4	15	2.9

* Chi-Sq. 742.44 df 8 Significant at .01 level $C = 0.38$

** Chi-Sq. 531.90 df 8 Significant at .01 level $C = 0.30$

TABLE 30

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO NUMBER OF SIBLINGS

Aspired Occupational Level	One-Two		Three-Four		Five-Six		Seven-Eight		Nine or More		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	498	20.4	942	38.6	541	22.1	239	9.8	221	9.0	2	0.1
Medium high	44	17.5	95	37.8	66	26.3	29	11.6	16	6.4	1	0.4
Medium	267	16.2	614	37.2	403	24.4	209	12.7	154	9.3	4	0.2
Medium low	17	10.8	52	33.1	45	28.7	28	17.8	15	9.6	0	0.0
Low	5	13.2	7	18.4	11	28.9	7	18.4	8	21.1	0	0.0
Miscellaneous	55	15.8	115	33.0	91	26.1	50	14.3	38	10.9	0	0.0
No choice	122	13.6	286	31.8	224	24.9	126	14.0	136	15.1	6	0.8
						GIRLS**						
High	480	17.0	955	33.8	638	22.6	364	12.8	385	13.6	6	0.2
Medium high	3	8.6	17	48.6	8	22.9	2	5.6	5	14.3	0	0.0
Medium	379	15.6	825	34.0	616	25.4	320	13.1	287	11.8	2	0.1
Medium low	17	13.3	44	34.4	27	21.1	21	16.4	17	13.3	2	1.5
Low	2	22.2	3	33.4	1	11.1	1	11.1	2	22.2	0	0.0
Miscellaneous	37	16.4	74	32.7	49	21.7	33	14.6	33	14.6	0	0.0
No choice	63	12.1	153	29.4	105	20.2	89	17.1	106	20.4	4	0.8

*Chi-sq. 49.56 df 16 Significant at .01 level C = 0.10

**Chi-sq. 16.64 df 16 Not significant at .05 level C = 0.06

TABLE 31

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO FATHER'S INCOME

Aspired Occupational Level	Under $3000		$3000 to $4999		$5000 to $6999		$7000 to $9000		Over $9000		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
High	297	12.2	400	16.4	473	19.3	434	17.8	593	24.3	246	10.0
Medium high	26	10.4	47	18.7	38	15.1	48	19.1	65	25.9	27	10.8
Medium	276	16.7	321	19.4	336	20.4	246	14.9	280	17.0	192	11.6
Medium low	27	17.2	29	18.5	26	16.6	23	14.6	34	21.7	18	11.5
Low	9	23.7	7	18.4	6	15.8	2	5.3	3	7.9	11	28.9
Miscellaneous	69	19.8	72	20.6	64	18.3	42	12.0	56	16.0	46	13.2
No choice	176	19.6	150	16.7	146	16.2	89	9.9	149	16.5	190	21.1
GIRLS**												
High	556	19.7	503	17.8	517	18.3	381	13.4	407	14.4	464	16.4
Medium high	8	22.9	3	8.6	5	14.3	4	11.3	8	22.9	7	20.0
Medium	416	17.1	505	20.8	459	18.9	330	13.6	274	11.3	445	18.3
Medium low	23	18.0	22	17.2	33	25.8	13	10.2	15	11.6	22	17.2
Low	1	11.1	3	33.3		–	1	11.1	–	–	4	44.5
Miscellaneous	43	19.0	41	18.1	38	16.8	31	13.7	23	10.2	50	22.2
No choice	128	24.6	69	13.3	75	14.4	62	11.9	54	10.4	132	25.4

*Chi-sq. 64.74 df 16 Significant at .01 level $C = 0.13$

**Chi-sq. 27.48 dg 12 Significant at .01 level $C = 0.08$

TABLE 32

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO FATHER'S EDUCATIONAL LEVEL

Aspired Occupational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
High	1003	41.1	684	28.0	327	13.4	306	12.5	107	4.4	16	0.6
Medium high	131	52.2	64	25.5	27	10.8	15	6.0	12	4.8	2	0.8
Medium	914	55.4	393	23.8	164	10.0	63	3.8	97	5.9	20	1.2
Medium low	94	59.9	39	24.8	12	7.6	6	3.8	5	3.2	1	0.6
Low	30	78.9	5	13.2	0	0.0	0	0.0	2	5.3	1	2.6
Miscellaneous	179	51.3	88	25.2	35	10.0	20	5.7	19	5.4	8	2.3
No choice	487	54.1	205	22.8	71	7.9	44	4.9	68	7.6	25	2.8
GIRLS**												
High	1360	48.1	665	23.5	376	13.3	224	7.9	183	6.5	20	0.7
Medium High	18	51.5	9	25.7	6	17.1	2	5.7	0	0.0	0	0.0
Medium	1367	56.3	536	22.1	268	11.0	63	2.6	172	7.1	23	0.9
Medium Low	68	53.1	32	25.0	11	8.6	4	3.1	11	8.6	2	1.6
Low	7	77.8	1	11.1	0	0.0	0	0.0	1	11.1	0	0.0
Miscellaneous	134	59.3	45	19.9	24	10.6	7	3.1	12	5.3	4	1.8
No Choice	292	56.2	97	18.7	40	7.7	23	4.4	54	10.4	14	2.7

*Chi-sq. 173.84 df 9 Significant at .01 level $C = 0.20$
**Chi-sq. 98.56 df 9 Significant at .01 level $C = 0.14$

TABLE 33

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO MOTHER'S EDUCATIONAL LEVEL

Aspired Occupational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	BOYS*											
High	883	36.1	936	38.3	330	13.5	210	8.6	76	3.1	8	0.4
Medium high	84	33.5	118	47.0	24	9.6	15	6.0	9	3.6	1	0.4
Medium	795	48.2	609	36.8	132	8.0	46	2.8	60	3.7	9	0.5
Medium low	80	51.0	56	35.7	8	5.1	6	3.8	6	3.8	1	0.6
Low	29	76.3	7	18.4	1	2.6	0	0.0	1	2.6	0	0.0
Miscellaneous	150	43.0	129	37.0	38	10.9	14	4.0	13	3.7	5	1.4
No choice	445	49.4	280	31.1	61	6.8	47	5.2	53	5.9	14	1.5
	GIRLS**											
High	1198	42.4	926	32.7	392	13.9	178	6.3	120	4.2	14	0.5
Medium high	15	42.9	13	37.1	4	11.4	3	8.6	0	0.0	0	0.0
Medium	1220	50.2	774	31.9	235	9.7	59	2.4	128	5.3	13	0.5
Medium low	68	53.1	39	30.5	8	6.3	5	3.9	7	5.5	1	0.7
Low	0	0.0	5	55.6	3	33.3	0	0.0	0	0.0	1	11.1
Miscellaneous	128	56.7	68	30.1	12	5.3	6	2.7	11	4.8	1	0.4
No choice	284	54.6	129	24.8	46	8.8	11	2.1	39	7.5	11	2.2

*Chi-sq. 149.21 df 9 Significant at .01 level $C = 0.18$

**Chi-sq. 88.63 df 9 Significant at .01 level $C = 0.13$

TABLE 34

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO GRADE POINT AVERAGE

Aspired Occupational Level	D		C		B		A		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
					BOYS*					
High	102	4.2	1,224	50.1	913	37.4	180	7.4	24	1.0
Medium high	25	10.0	163	64.9	46	18.3	14	5.6	3	1.2
Medium	198	12.0	1,102	66.7	276	16.7	49	3.0	26	1.6
Medium low	32	20.4	98	62.4	19	12.1	8	5.1	–	–
Low	5	13.2	32	84.2	1	2.6	–	–	–	–
Miscellaneous	22	6.3	231	66.2	78	22.3	15	4.3	3	0.9
No choice	119	13.2	555	61.6	164	18.2	26	2.9	36	4.0
					GIRLS**					
High	101	3.6	1,152	40.7	1,278	45.2	265	9.4	31	1.1
Medium high	4	11.4	20	57.2	8	22.9	2	5.6	1	2.9
Medium	101	4.2	1,386	57.1	827	34.0	88	3.6	27	1.1
Medium low	11	8.6	66	51.6	50	39.1	1	0.7	–	–
Low	–	–	5	55.6	3	33.3	–	–	1	11.1
Miscellaneous	26	11.5	138	61.1	54	23.9	5	2.2	3	1.3
No choice	57	11.0	295	56.7	128	24.6	31	6.0	9	1.7

*Chi-sq. 380.37 df 9 Significant at .01 level $C = 0.28$

**Chi-sq. 200.65 df 9 Significant at .01 level $C = 0.19$

TABLE 35

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO ESTIMATED ANNUAL FAMILY INCOME NEEDED

	Less than $3000		$3000-$4,999		$5000-$6,999		$7000-$9,000		Over $9,000		No Reply	
Aspired Occupational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
							BOYS*					
High	132	5.4	281	11.5	531	21.7	632	25.9	760	31.1	107	4.4
Medium high	6	2.4	47	18.7	57	22.7	47	18.7	78	31.1	16	6.4
Medium	106	6.4	289	17.5	420	25.4	356	21.5	381	23.1	99	6.0
Medium low	13	8.3	18	11.5	34	21.7	35	22.3	45	28.7	12	7.6
Low	5	13.2	8	21.1	8	21.1	7	18.4	6	15.8	4	10.5
Miscellaneous	27	7.7	62	17.8	72	20.6	74	21.2	96	27.5	18	5.2
No choice	111	12.3	140	15.5	175	19.4	166	18.4	216	24.0	92	10.2
							GIRLS**					
High	160	5.7	427	15.1	682	24.1	684	24.2	647	22.9	228	8.0
Medium high	1	2.9	7	20.0	5	14.3	7	20.0	12	34.3	3	8.5
Medium	139	5.7	400	16.5	587	24.2	560	23.1	523	21.5	220	9.0
Medium low	7	5.5	23	18.0	26	20.3	32	25.0	30	23.4	10	7.8
Low	2	22.2	1	11.1	2	22.2	1	11.1	2	22.2	1	11.1
Miscellaneous	24	10.6	41	18.1	40	17.7	33	14.6	50	22.1	38	16.9
No choice	66	12.7	83	16.0	87	16.7	80	15.4	127	24.4	77	14.8

*Chi-sq. 86.17 df 16 Significant at .01 level $C = 0.14$
** Chi-sq. 12.69 df 12 Not significant at .05 level $C = 0.05$

TABLE 36

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO GRADE LEVEL WHEN OCCUPATIONAL CHOICE MADE

Aspired Occupational Level	Grade Level											
	8th or below		9th		10th		11th		12th		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	527	21.6	695	28.4	529	21.7	418	17.1	235	9.6	39	1.6
Medium high	77	30.7	54	21.5	55	21.9	29	11.6	29	11.6	7	3.8
Medium	260	15.7	491	29.7	359	21.7	319	19.3	175	10.6	47	2.8
Medium low	38	24.2	49	31.2	27	17.2	16	10.2	22	14.0	5	3.2
Low	4	10.5	13	34.2	11	38.9	6	15.8	2	5.3	2	5.3
Miscellaneous	93	26.6	116	33.2	68	19.5	31	8.9	32	9.2	9	2.6
No choice	142	15.8	194	21.5	116	12.9	99	11.0	142	15.8	207	23.0
						GIRLS**						
High	856	30.3	798	28.2	504	17.8	382	13.5	245	8.7	43	1.5
Medium high	7	20.0	8	22.9	11	31.4	3	8.6	5	14.3	1	2.8
Medium	527	21.7	698	28.7	544	22.5	392	16.1	231	9.5	7	1.5
Medium low	21	16.4	33	25.8	28	21.9	26	20.3	18	14.1	2	1.5
Low	2	22.2	3	33.4	1	11.1	0	0.0	2	22.2	1	11.1
Miscellaneous	42	18.6	59	26.1	40	17.7	53	23.5	26	11.5	6	2.6
No choice	72	13.8	123	23.7	81	15.6	54	10.4	59	11.3	131	25.2

*Chi-sq. 60.09 df 16 Significant at .01 level $C = 0.12$

**Chi-sq. 72.79 df 16 Significant at .01 level $C = 0.12$

TABLE 37

RELATIONSHIP OF ASPIRED OCCUPATIONAL LEVEL TO FATHER'S OCCUPATIONAL LEVEL

Aspired	High		Medium High		Medium		Medium Low		Low		Misc.		No Choice	
Occupational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
							BOYS*							
High	305	12.5	321	13.1	1,046	42.8	291	11.9	281	11.5	61	2.5	138	5.6
Medium high	10	4.0	91	36.3	88	35.1	36	14.3	15	6.0	5	2.0	6	2.4
Medium	71	4.3	212	12.8	775	46.9	258	15.6	186	11.3	37	2.2	112	6.9
Medium low	7	4.4	19	12.1	50	31.9	62	39.5	8	5.1	–	–	11	7.0
Low	1	2.6	3	7.9	5	13.1	2	5.3	20	52.6	3	7.9	4	10.5
Miscellaneous	22	6.3	25	7.2	126	35.8	61	17.5	51	14.6	22	6.3	42	12.0
No choice	47	5.2	126	14.0	272	30.21	131	14.6	124	13.8	27	3.0	173	19.2
							GIRLS**							
High	278	9.8	466	16.5	990	35.0	363	12.8	471	16.7	68	2.4	192	6.8
Medium high	4	11.4	10	28.6	10	28.6	5	14.3	3	8.6	1	2.9	2	5.6
Medium	111	4.6	320	13.2	1,014	41.7	391	16.1	352	14.5	61	2.5	180	7.4
Medium low	8	6.3	14	10.9	42	32.8	32	25.0	16	12.5	3	2.3	13	10.2
Low	–	–	1	11.1	1	11.1	1	11.1	2	22.2	1	11.1	3	33.4
Miscellaneous	7	3.1	29	12.8	94	41.6	40	17.7	32	14.2	2	0.9	22	9.7
No choice	36	6.9	64	12.3	158	30.4	55	10.6	101	19.4	11	2.1	95	18.3

*Chi-sq. 261.60 df 12 Significant at .01 level $\underline{C} = 0.24$
**Chi-sq. 106.88 df 12 Significant at .01 level $\underline{\bar{C}} = 0.15$

TABLE 38

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO HIGH SCHOOL CURRICULUM

Expected Occupational Level	College Number	College Per Cent	General Number	General Per Cent	Vocational Number	Vocational Per Cent	No Reply Number	No Reply Per Cent
	....	....	....	BOYS*	....	....	....	....
High	868	65.3	349	26.2	108	8.1	5	0.4
Medium high	91	43.8	81	38.9	34	16.3	2	1.0
Medium	451	30.6	677	45.9	338	22.9	9	0.6
Medium low	48	21.1	137	60.1	43	18.9	–	–
Low	21	25.9	41	50.6	19	23.5	–	–
Miscellaneous	166	40.3	183	44.4	61	14.8	2	0.5
No choice	717	34.9	940	45.7	372	18.1	26	1.3
	....	....	....	GIRLS**	....	....	....	....
High	1,004	59.7	453	26.9	213	12.6	14	0.8
Medium high	5	29.4	5	29.4	6	35.3	1	5.9
Medium	636	30.6	930	44.6	507	24.3	11	0.5
Medium low	28	31.1	45	50.0	16	17.8	1	1.1
Low	1	6.2	8	50.0	7	43.8	–	–
Miscellaneous	169	24.0	358	50.8	174	24.7	4	0.5
No choice	489	31.0	743	47.1	326	20.6	21	1.3

*Chi-sq. 427.67 df 8 Significant at .01 level $C = 0.34$

**Chisq. 343.36 df 8 Significant at .01 level $C = 0.29$

TABLE 39

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO NUMBER OF SIBLINGS

Expected Occupational Level	One-Two		Three-Four		Five-Six		Seven-Eight		Nine or More		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	284	21.4	507	38.1	306	23.0	123	9.2	109	8.2	1	0.1
Medium high	32	15.4	83	39.9	55	26.4	16	7.7	22	10.6	0	0.0
Medium	247	16.7	580	39.3	359	24.3	155	10.5	132	8.9	2	0.1
Medium low	46	20.2	80	35.1	66	28.9	22	9.6	13	5.7	1	0.4
Low	10	12.3	26	32.1	19	23.5	16	19.8	10	12.3	0	0.0
Miscellaneous	68	16.5	149	36.2	97	23.5	58	14.1	39	9.5	1	0.2
No choice	323	15.7	686	33.5	478	23.3	299	14.5	264	12.8	5	0.2
						GIRLS**						
High	294	17.5	561	33.3	378	22.4	213	12.6	236	14.0	2	0.1
Medium high	3	17.6	5	29.4	4	23.5	4	23.5	1	5.9	0	0.0
Medium	340	16.3	736	35.3	500	24.0	249	11.9	255	12.2	4	0.2
Medium low	14	15.6	27	30.0	21	23.3	9	10.0	19	21.1	0	0.0
Low	0	0.0	2	12.5	6	37.5	2	12.5	6	37.5	0	0.0
Miscellaneous	108	15.3	255	36.2	169	24.0	101	14.3	70	9.9	0	0.0
No choice	222	14.1	485	30.7	366	23.2	252	15.9	249	15.8	5	0.3

*Chi-sq. 31.54 df 16 Significant at .05 level $\underline{C} = 0.10$

**Chi-sq. 20.55 df 12 Not significant at .05 level $\underline{C} = 0.07$

TABLE 40

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO FATHER'S INCOME

Expected Occupational Level	Under $3000		$3000 to $4999		$5000 to $6999		$7000 to $9000		Over $9000		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	162	12.2	213	16.0	265	19.9	244	18.3	319	24.0	127	9.6
Medium high	21	10.1	33	15.9	44	21.2	26	12.5	67	32.2	17	8.2
Medium	213	14.4	276	18.7	300	20.3	237	16.1	295	20.0	154	10.5
Medium low	31	13.6	50	21.9	42	18.4	44	19.3	38	16.7	23	10.1
Low	19	23.5	18	22.2	9	11.1	9	11.1	15	18.5	11	13.6
Miscellaneous	70	17.0	71	17.2	75	18.2	63	15.3	79	19.2	54	13.1
No choice	364	17.7	365	17.8	353	17.2	261	12.7	369	18.0	343	16.6
						GIRLS**						
High	309	18.3	285	16.9	318	18.9	237	14.1	266	15.8	269	16.0
Medium high	2	11.8	3	17.6	2	11.8	1	5.9	3	17.6	6	35.3
Medium	377	18.1	417	20.0	411	19.7	295	14.2	239	11.5	345	16.5
Medium low	20	22.2	22	24.4	12	13.3	12	13.3	14	15.6	10	11.1
Low	5	31.3	2	12.5	1	6.2	3	18.8	–	–	5	31.3
Miscellaneous	117	16.6	136	19.3	133	18.9	105	14.9	95	13.5	119	16.9
No choice	345	21.8	281	17.8	250	15.8	159	10.0	164	10.4	380	24.2

*Chi-sq. 45.97 df 16 Significant at .01 level $\underline{C}$ = o.12
**Chi-sq. 23.38 df 8 Significant at .01 level $\underline{C}$ = 0.08

TABLE 41

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO FATHER'S EDUCATIONAL LEVEL

Expected Occupational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	536	40.3	356	26.8	185	13.9	197	14.8	53	4.0	3	0.2
Medium high	97	46.6	53	25.5	30	14.4	17	8.2	8	3.8	3	1.4
Medium	772	52.3	380	25.8	160	10.8	82	5.6	71	4.8	10	0.7
Medium low	123	53.9	66	28.9	21	9.2	5	2.2	9	3.9	4	1.8
Low	51	63.0	18	22.2	5	6.2	0	0.0	6	7.4	1	1.2
Miscellaneous	209	50.7	107	26.0	39	9.5	30	7.3	19	4.6	8	1.9
No choice	1055	51.4	496	24.2	196	9.5	120	5.8	144	7.0	44	2.2
						GIRLS**						
High	796	47.3	419	24.9	217	12.9	148	8.8	88	5.2	16	0.9
Medium high	10	58.8	5	29.4	2	11.8	0	0.0	0	0.0	0	0.0
Medium	1116	53.6	466	22.4	275	13.2	70	3.4	139	6.6	18	0.8
Medium low	48	53.3	21	23.3	6	6.7	5	5.6	10	11.1	0	0.0
Low	12	75.0	2	12.5	1	6.2	0	0.0	0	0.0	1	6.2
Miscellaneous	378	53.6	158	22.4	79	11.2	34	4.8	52	7.4	4	0.6
No choice	885	56.0	316	20.0	145	9.2	66	4.2	144	9.1	23	1.5

*Chi-sq. 119.09 df 12 Significant at .01 level $\underline{C} = 0.19$
**Chi-sq. 60.35 df 6 Significant at .01 level $\underline{C} = 0.13$

TABLE 42

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO MOTHER'S EDUCATIONAL LEVEL

Expected Occupational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	451	33.9	515	38.8	189	14.2	131	9.8	40	3.0	4	0.3
Medium high	75	36.1	77	37.0	39	18.8	9	4.3	6	2.9	2	1.0
Medium	663	44.9	567	38.4	129	8.7	57	3.9	54	3.7	5	0.4
Medium low	111	48.7	88	38.6	15	6.6	5	2.2	7	3.1	2	0.9
Low	44	54.3	27	33.3	6	7.4	1	1.2	3	3.7	0	0.0
Miscellaneous	180	43.7	154	37.4	37	9.0	27	6.6	12	2.9	2	0.5
No reply	942	45.8	707	34.4	179	8.7	108	5.3	94	4.6	25	1.2
						GIRLS**						
High	688	40.9	541	32.1	258	15.3	126	7.5	64	3.8	7	0.4
Medium high	8	47.1	5	29.4	3	17.6	1	5.9	0	0.0	0	0.0
Medium	997	47.8	691	33.2	227	10.9	61	2.9	97	4.7	11	0.5
Medium low	48	53.3	26	28.9	8	8.9	3	3.3	5	5.6	0	0.0
Low	11	68.8	5	31.3	0	0.0	0	0.0	0	0.0	0	0.0
Miscellaneous	336	47.7	235	33.3	69	9.8	24	3.4	37	5.2	4	0.6
No reply	829	52.6	449	28.4	133	8.4	47	3.0	103	6.5	18	1.1

*Chi-sq. 112.79 df 12 Significant at .01 level $\underline{C} = 0.18$
**Chi-sq. 68.90 df 6 Significant at .01 level $\underline{C} = 0.14$

TABLE 43

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO GRADE POINT AVERAGE

Expected Occupational Level	D		C		B		A		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
					BOYS*					
High	44	3.3	617	46.4	529	39.8	127	9.5	13	1.0
Medium high	19	9.1	122	58.7	53	25.5	10	4.8	4	1.9
Medium	144	9.8	948	64.3	310	21.0	57	3.9	16	1.0
Medium low	34	14.9	141	61.8	42	18.4	9	3.9	2	0.8
Low	7	8.6	57	70.4	14	17.3	3	3.7	–	–
Miscellaneous	36	8.7	259	62.9	100	24.3	8	1.9	9	2.2
No choice	219	10.7	1,261	61.4	449	21.8	78	3.8	48	2.3
					GIRLS**					
High	43	2.6	621	36.9	822	48.8	181	10.7	17	1.0
Medium high	2	11.8	9	52.9	3	17.6	2	11.8	1	5.9
Medium	87	4.2	1,110	53.3	776	37.2	97	4.6	14	0.7
Medium low	5	5.6	42	46.7	40	44.4	2	2.2	1	1.1
Low	2	12.5	9	56.3	3	18.8	2	12.5	–	–
Miscellaneous	33	4.7	415	58.9	211	29.9	36	5.1	10	1.4
No choice	128	8.1	853	54.1	493	31.2	73	4.6	32	2.0

*Chi-sq. 242.14 df 12 Significant at .01 level $\underline{C} = 0.26$

**Chi-sq. 139.50 df 6 Significant at .01 level $\underline{C} = 0.19$

TABLE 44

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO ESTIMATED ANNUAL FAMILY INCOME NEEDED

Expected Occupational Level	Less than $3,000		$3,000-$4,999		$5,000-$6,999		$7,000-$9,000		Over $9,000		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
High	64	4.8	154	11.6	274	20.6	333	25.0	446	33.5	59	4.4
Medium high	10	4.8	25	12.0	60	28.8	39	18.8	66	31.7	8	3.8
Medium	67	4.5	252	17.1	365	24.7	352	23.9	369	25.0	70	4.8
Medium low	20	8.8	40	17.5	46	20.2	54	23.7	55	24.1	13	5.7
Low	6	7.4	12	14.8	19	23.5	20	24.7	22	27.2	2	2.5
Miscellaneous	26	6.3	53	12.9	104	25.2	101	24.5	115	27.9	13	3.2
No choice	197	9.6	310	15.1	429	20.9	420	20.4	506	24.6	193	9.4
						GIRLS**						
High	90	5.3	235	14.0	378	22.4	434	25.8	419	24.9	128	7.6
Medium high	1	5.9	1	5.9	3	17.6	4	23.5	4	23.5	4	23.5
Medium	128	6.1	337	16.2	527	25.3	478	22.9	451	21.6	163	7.9
Medium low	3	3.3	11	12.2	23	25.6	22	24.4	28	31.1	3	3.3
Low	2	12.5	4	25.0	0	0.0	4	25.0	4	25.0	2	12.5
Miscellaneous	44	6.2	121	17.2	170	24.1	166	23.5	148	21.0	56	7.9
No choice	131	8.3	273	17.3	328	20.8	289	18.3	336	21.3	222	14.0

*Chi-sq. 57.25 df 16 Significant at .01 level $\underline{C} = 0.13$

**Chi-sq. 17.37 df 8 Significant at .01 level $\underline{C} = 0.07$

TABLE 45

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO GRADE LEVEL WHEN OCCUPATIONAL CHOICE MADE

Expected Occupational Level	Grade Level											
	8th or below		9th		10th		11th		12th		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
High	309	23.2	365	27.4	304	22.9	208	15.6	130	9.8	14	1.1
Medium high	6	2.9	45	21.6	61	29.3	80	38.5	11	5.3	5	2.4
Medium	263	17.8	431	29.2	318	21.6	287	19.5	152	10.3	24	1.6
Medium low	53	23.2	59	25.9	46	20.2	30	13.2	33	14.5	7	3.1
Low	11	13.6	24	29.6	21	25.9	16	19.8	7	8.6	2	2.5
Miscellaneous	79	19.2	130	31.6	85	20.6	62	15.0	48	11.7	8	1.9
No choice	372	18.1	538	26.2	345	16.8	288	14.0	254	12.4	258	12.5
GIRLS**												
High	491	29.1	448	26.6	331	19.7	262	15.6	134	8.0	18	1.0
Medium high	2	11.8	2	11.8	9	52.9	2	11.8	2	11.8	0	0.0
Medium	474	22.6	602	28.8	460	22.1	319	15.2	221	10.5	18	0.8
Medium low	26	28.9	30	33.3	15	16.7	10	11.1	8	8.9	1	1.1
Low	1	6.2	4	25.0	3	18.8	5	31.3	2	12.5	1	6.2
Miscellaneous	175	24.8	192	27.2	130	18.4	130	18.4	65	9.2	13	1.8
No choice	358	22.7	444	28.1	271	17.2	182	11.5	154	9.8	170	10.7

*Chi-sq. 119.37 df 16 Significant at .01 level C = 0.12
**Chi-sq. 26.58 df 8 Significant at .01 level C = 0.08

TABLE 46

RELATIONSHIP OF EXPECTED OCCUPATIONAL LEVEL TO FATHER'S OCCUPATIONAL LEVEL

Expected	Father's Occupation													
	High		Med. High		Medium		Med. Low		Low		Misc.		No. Choice	
Occupational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
							BOYS*							
High	199	15.0	165	12.4	554	41.6	161	12.1	146	11.0	27	2.0	78	5.9
Medium high	16	7.7	90	43.3	65	31.3	21	10.1	9	4.3	–	–	7	3.4
Medium	79	5.4	188	12.7	743	50.4	222	15.1	132	8.9	39	2.6	72	4.9
Medium low	7	3.1	28	12.3	86	37.7	73	32.0	12	5.3	5	2.2	17	7.4
Low	2	2.4	7	8.6	23	28.4	19	23.5	22	27.2	1	1.2	7	8.6
Miscellaneous	23	5.6	43	10.4	152	36.9	70	17.0	61	14.8	28	6.8	35	8.5
No choice	137	6.7	276	13.4	739	36.0	275	13.4	303	14.7	55	2.7	270	13.1
							GIRLS**							
High	174	10.3	256	15.2	576	34.2	228	13.5	302	17.8	37	2.2	115	6.8
Medium high	–	–	6	35.3	6	35.3	1	5.9	2	11.8	–	–	2	11.8
Medium	129	6.2	304	14.6	883	42.4	296	14.2	292	14.0	51	2.4	129	6.2
Medium low	7	7.8	13	14.4	33	36.7	12	13.3	17	18.9	–	–	8	8.9
Low	1	6.2	1	6.2	4	25.0	1	6.2	6	37.5	1	6.2	2	12.4
Miscellaneous	46	6.4	103	14.6	306	43.3	116	16.5	78	11.1	12	1.7	44	6.2
No choice	91	5.8	220	13.9	503	31.9	233	14.8	281	17.8	46	2.9	205	12.9

*Chi-sq 334.11 df 16 Significant at .01 level $\underline{C} = 0.31$

**Chi-sq. 47.93 df 8 Significant at .01 level $\underline{C} = 0.12$

TABLE 47

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO HIGH SCHOOL CURRICULUM

Aspired Educational Level	College No.	College Per Cent	General No.	General Per Cent	Vocational No.	Vocational Per Cent	No Reply No.	No Reply Per Cent
	..........BOYS*..........							
Less than high school	32	19.3	104	62.7	27	16.3	3	2.8
High school	216	13.8	915	61.0	383	24.6	10	0.6
Voc. school, bus. school, or some college	490	31.9	687	44.7	346	22.5	15	1.0
College degree	1523	72.8	445	21.3	117	5.6	7	0.3
Uncertain	44	20.5	119	54.4	51	23.7	3	1.4
No reply	57	26.4	102	47.2	51	23.6	6	2.9
	..........GIRLS**..........							
Less than high school	13	14.3	60	65.9	16	17.6	2	2.2
High school	191	12.6	917	60.8	382	25.3	18	1.2
Voc. school, bus. school, or some college	653	28.6	974	42.7	646	28.2	12	0.5
College degree	1385	70.6	416	21.3	144	7.3	16	0.8
Uncertain	31	18.0	101	58.7	40	23.3	0	0.0
No reply	59	37.3	74	46.9	21	13.3	4	2.5

*Chi-sq. 1416.33 df 6 Significant at .01 level $\underline{C} = 0.46$
**Chi-sq. 1467.45 df 6 Significant at .01 level $\underline{C} = 0.45$

TABLE 48

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO NUMBER OF SIBLINGS

Aspired Educational Level	Number of Children in Family											
	1 or 2		3 or 4		5 or 6		7 or 8		9 or more		No reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
Less than high school	23	13.9	58	34.9	38	22.9	23	13.9	22	13.3	2	1.2
High school	174	11.2	508	32.6	409	26.2	261	16.7	203	13.0	5	0.3
Voc. school, bus. school or some college	259	16.8	546	35.5	366	23.8	188	12.2	175	11.4	4	0.3
College degree	475	22.7	878	42.0	458	21.9	154	7.4	126	6.0	1	0.1
Uncertain	38	17.7	77	35.8	55	25.6	24	11.2	21	9.8	–	–
No reply	39	18.1	44	20.4	54	25.0	38	17.6	42	18.5	1	0.5
						GIRLS**						
Less than high school	12	13.2	29	31.8	20	22.0	13	14.3	16	17.6	1	0.1
High school	184	12.2	426	28.3	392	26.0	250	16.6	251	16.6	5	0.3
Voc. school, bus. school or some college	355	15.5	758	33.3	537	23.5	332	14.5	297	13.0	6	0.2
College degree	381	19.4	761	38.9	418	21.3	191	9.7	210	10.7	–	–
Uncertain	27	15.7	55	32.0	44	26.5	22	12.9	23	13.4	1	0.5
No reply	22	13.9	42	26.6	33	20.9	22	13.9	39	24.7	–	–

*Chi-sq. 221.82 df 12 Significant at .01 level $\underline{C} = 0.20$

**Chi-sq. 122.70 df 12 Significant at .01 level $\underline{\bar{C}} = 0.14$

TABLE 49

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO FATHER'S INCOME

Aspired Educational Level	Under $3,000		$3,000-$4,999		$5,000-6,999		$7,000-$9,000		Over $9,000		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
Less than high school	41	24.7	20	12.0	26	15.7	17	10.2	37	22.3	25	15.1
High school	318	20.4	321	20.6	277	17.8	179	11.5	211	13.5	254	16.3
Voc. school, bus. school, some college	263	17.1	319	20.7	315	20.5	226	14.7	244	15.9	171	11.1
College degree	172	8.2	288	13.8	406	19.4	416	19.9	626	29.9	184	8.8
Uncertain	23	10.7	43	20.0	42	19.5	26	12.1	52	24.2	29	13.5
No reply	63	28.7	35	15.7	22	10.2	20	9.3	12	5.6	66	30.6
GIRLS**												
Less than high school	25	27.5	14	15.4	12	13.2	10	11.0	12	13.2	18	19.7
High school	370	24.5	309	20.5	231	15.3	166	11.0	112	7.4	320	21.3
Voc. school, bus. School, some college	429	18.8	446	19.5	433	18.9	297	13.0	269	11.8	411	18.0
College degree	279	14.2	321	16.4	396	20.2	315	16.1	361	18.4	289	14.7
Uncertain	33	19.2	29	16.9	36	20.9	20	11.6	18	10.5	36	20.9
No reply	39	24.7	27	17.1	19	12.0	14	8.9	9	5.7	50	31.6

*Chi-sq. 330.91 df 12 Significant at .01 level $\underline{C} = 0.26$
**Chi-sq. 171.04 df 12 Significant at .01 level $\underline{C} = 0.19$

TABLE 50

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO FATHER'S EDUCATIONAL LEVEL

Aspired Educational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
Less than high school	89	53.6	41	24.7	14	8.4	13	7.8	9	5.4	0	0.0
High school	976	62.6	357	22.9	75	4.8	24	1.5	97	6.2	31	2.0
Voc. school, bus. school, some college	817	53.1	389	25.3	202	13.1	38	2.5	84	5.5	8	0.5
College degree	722	34.5	593	28.3	320	15.3	354	16.9	85	4.1	18	0.9
Uncertain	108	50.2	62	28.8	15	7.0	12	5.6	14	6.5	4	1.9
No reply	131	60.6	32	14.8	10	4.6	10	4.6	21	9.7	12	5.6
						GIRLS**						
Less than high school	56	61.5	17	18.7	4	4.4	3	3.3	7	7.7	4	4.4
High school	967	64.1	273	18.1	88	5.8	21	1.4	141	9.4	18	1.2
Voc. school, bus. school, some college	1264	55.3	515	22.5	281	12.3	52	2.3	152	6.7	21	0.9
College degree	769	39.2	522	26.6	315	16.1	240	12.2	101	5.2	14	0.7
Uncertain	100	58.2	30	17.4	22	12.8	4	2.3	14	8.1	2	1.2
No reply	90	57.0	28	17.7	15	9.5	3	1.9	18	11.4	4	2.5

*Chi-sq. 605.39 df 9 Significant at .01 level $\underline{C} = 0.33$
**Chi-sq. 471.52 df 9 Significant at .01 level $\underline{C} = 0.28$

TABLE 51

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO MOTHER'S EDUCATIONAL LEVEL

Aspired Educational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
Less than high school	69	41.6	63	38.0	9	5.4	16	9.6	9	5.4	0	0.0
High school	855	54.8	525	33.7	66	4.2	18	1.2	80	5.1	16	1.0
Voc. school, bus. school, some college	722	46.9	565	36.7	155	10.1	32	2.1	56	3.6	8	0.5
College degree	594	28.4	852	40.7	334	16.0	257	12.3	47	2.2	8	0.4
Uncertain	96	44.7	86	40.0	14	6.5	10	4.7	9	4.2	0	0.0
No reply	132	60.2	44	20.4	16	7.4	5	2.3	15	6.9	6	2.8
GIRLS**												
Less than high school	53	58.2	28	30.8	2	2.2	2	2.2	4	4.4	2	2.2
High school	914	60.6	403	26.7	59	3.9	14	1.0	102	6.8	16	1.0
Voc. school, bus. school, some college	1120	49.0	749	32.8	245	10.7	38	1.7	120	5.2	13	0.6
College degree	658	33.6	682	34.8	365	18.6	196	10.0	54	2.7	6	0.3
Uncertain	82	47.7	50	29.1	17	9.9	7	4.1	15	8.7	1	0.5
No reply	90	57.0	40	25.3	10	6.3	5	3.2	11	7.0	2	1.2

*Chi-sq. 535.69 df 9 Significant at .01 level $\underline{C} = 0.31$

**Chi-sq. 550.04 df 9 Significant at .01 level $\underline{C} = 0.31$

TABLE 52

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO GRADE POINT AVERAGE

	Grade Point Average									
	D		C		B		A		No Reply	
Aspired Educational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
					BOYS*					
Less than high school	45	27.1	83	50.0	20	12.0	17	10.2	1	0.6
High school	222	14.2	1091	69.9	176	11.3	33	2.1	38	2.5
Voc. school, business school or some college	130	8.5	1044	67.9	308	20.0	41	2.7	15	0.9
College degree	45	2.2	929	44.4	913	43.6	188	9.0	17	0.8
Uncertain	36	16.7	130	60.5	38	17.7	7	3.3	4	1.9
No reply	25	11.6	127	58.8	41	19.0	6	2.8	17	7.9
					GIRLS**					
Less than high school	14	15.4	53	58.2	21	23.1	2	2.2	1	1.1
High School	150	9.9	1002	66.4	304	20.2	27	1.8	25	1.7
Voc. school, business school or some college	70	3.1	1263	55.3	863	37.8	69	3.0	20	0.8
College degree	32	1.6	555	28.3	1066	54.4	283	14.4	25	1.3
Uncertain	16	9.3	102	59.4	47	27.3	4	2.3	3	1.7
No reply	18	11.4	84	53.3	47	29.7	8	5.0	1	0.6

*Chi-sq. 882.95 df 9 Significant at .01 level $\underline{C} = 0.38$

**Chi-sq. 1004.56 df 9 Significant at .01 level $\underline{C} = 0.39$

TABLE 53

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO ESTIMATED ANNUAL FAMILY INCOME NEEDED

	Less than $3,000		$3,000-$4,999		$5,000-$6,999		$7,000-$9,000		Over $9,000		No. Reply	
Aspired Educational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
Less than high school	30	18.1	24	14.5	25	15.1	32	19.3	44	26.5	11	6.6
High school	176	11.3	300	19.2	334	21.4	310	19.9	319	20.4	121	7.7
Voc. school, bus. school, some col.	77	5.0	268	17.4	422	27.4	341	22.2	348	22.6	82	5.3
College degree	69	3.3	180	8.6	422	20.2	561	26.8	777	37.1	83	4.0
Uncertain	7	3.3	33	15.3	54	25.1	39	18.1	66	30.7	16	7.5
No reply	31	14.4	40	18.3	40	18.3	34	15.7	28	12.5	45	20.9
						GIRLS**						
Less than high school	13	14.3	15	16.5	15	16.5	13	14.3	25	27.4	10	11.0
High school	158	10.5	298	19.8	329	21.8	255	16.9	272	18.0	196	13.0
Voc. school, bus. school, some col.	129	5.6	392	17.2	579	25.3	536	23.5	468	20.5	181	7.9
College degree	75	3.8	232	11.8	430	21.9	525	26.9	555	28.3	144	7.3
Uncertain	8	4.7	19	11.0	45	26.2	37	21.5	41	23.8	22	12.8
No reply	16	10.1	26	16.5	31	19.6	31	19.6	31	19.6	23	14.6

*Chi-sq. 367.35 df 12 Significant at .01 level $\underline{C} = 0.26$

**Chi-sq. 202.03 df 12 Significant at .01 level $\underline{C} = 0.19$

TABLE 54

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO GRADE LEVEL OCCUPATIONAL CHOICE MADE

Aspired Educational Level	Grade Level Occupational Choice Made											
	8th or below		9th		10th		11th		12th		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
Less than high school	43	25.9	54	32.5	25	15.1	21	12.7	16	9.6	7	4.2
High school	325	20.8	450	28.8	286	18.3	239	15.3	188	12.1	72	4.6
Voc school, business sch., or some college	257	16.7	434	28.2	336	21.8	279	18.1	172	11.2	60	3.9
College degree	455	21.7	562	26.9	462	22.1	339	16.2	205	9.8	69	3.3
Uncertain	38	17.7	53	24.7	32	14.9	31	14.4	43	20.0	18	8.4
No reply	23	10.6	59	26.9	24	11.1	9	3.7	13	6.0	90	41.7
GIRLS**												
Less than high school	32	35.1	23	25.3	23	25.3	7	7.7	6	6.6	–	–
High school	308	20.4	430	28.5	300	19.9	218	14.5	179	11.9	73	4.8
Voc. school, bus. school, or some college	530	23.2	680	29.8	480	21.0	344	15.1	207	9.1	44	1.8
College degree	590	30.0	506	25.9	361	18.4	304	15.5	162	8.3	38	1.9
Uncertain	34	19.8	41	23.8	25	14.5	29	16.9	26	15.1	17	9.9
No reply	33	20.9	42	26.6	20	12.7	8	5.1	6	3.8	49	30.9

*Chi-sq. 125.94 df 12 Significant at .01 level $\underline{C} = 0.15$
**Chi-sq. 67.09 df 12 Significant at .01 level $\underline{C} = 0.11$

TABLE 55

RELATIONSHIP OF ASPIRED EDUCATIONAL LEVEL TO FATHER'S OCCUPATIONAL LEVEL

Aspired Educational Level	Father's Occupational Level													
	High		Med. High		Medium		Med. Low		Low		Misc.		Uncertain	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
							BOYS*							
Less than high school	6	3.6	21	12.7	56	33.7	35	21.1	21	12.7	6	3.6	21	12.6
High school	55	3.5	201	12.9	558	35.8	286	18.3	228	14.6	39	2.5	110	7.1
Voc. school, business sch. or some college	67	4.4	236	15.3	667	43.2	245	15.9	187	12.2	42	2.7	94	6.1
College degree	313	14.8	294	14.0	940	44.9	199	9.5	188	9.0	54	2.6	104	5.0
Uncertain	13	6.1	30	14.0	90	41.9	42	19.5	20	9.3	7	3.3	13	6.1
No reply	11	4.2	15	6.9	51	23.6	34	15.7	41	19.0	7	3.2	59	27.3
							GIRLS**							
Less than high school	1	1.1	9	9.9	33	36.3	13	14.3	17	18.6	3	3.3	15	16.5
High school	56	3.7	176	11.7	551	36.5	253	16.8	272	18.0	40	2.7	160	10.6
Voc. school, bus. school, or some college	126	5.5	349	15.4	894	39.1	337	14.7	363	15.9	52	2.3	162	7.1
College degree	248	12.6	319	16.3	719	36.7	235	12.0	278	14.2	42	2.1	120	6.1
Uncertain	7	4.1	28	16.3	71	41.3	28	16.3	21	12.2	5	2.9	12	6.9
No reply	5	3.2	23	14.6	42	26.6	21	13.3	27	17.0	5	3.2	35	22.1

*Chi-sq. 292.79 df 12 Significant at .01 level $\underline{C} = 0.24$
**Chi-sq. 153.37 df 12 Significant at .01 level $\underline{C} = 0.17$

TABLE 56

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO HIGH SCHOOL CURRICULUM

	College		General		Vocational		No Reply	
Expected Educational level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	....................BOYS*....................							
Less than high school	29	19.1	83	54.6	39	25.7	1	0.7
High school	208	13.2	976	62.0	379	24.1	12	0.8
Voc. school, bus. school, or some college	522	32.7	714	44.7	346	21.7	14	0.9
College degree	1426	74.4	373	19.5	109	5.7	7	0.6
Uncertain	98	38.9	117	46.4	36	14.3	1	0.4
No reply	79	26.7	145	48.3	66	22.3	6	2.8
	....................GIRLS**....................							
Less than high school	16	18.2	57	64.8	14	15.9	1	1.1
High school	186	11.7	972	61.3	410	25.9	18	1.1
Voc. school, bus. school, or some college	730	31.8	929	40.6	622	27.1	11	0.5
College degree	1243	71.8	342	19.7	131	7.6	16	0.9
Uncertain	71	28.5	136	54.6	41	16.5	1	0.4
No reply	86	37.7	106	46.5	31	13.6	5	2.2

*Chi-sq. 1466.63 df 6 Significant at .01 level $\underline{C} = 0.47$

**Chi-sq. 1417.69 df 6 Significant at .01 level $\underline{C} = 0.45$

TABLE 57

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO NUMBER OF SIBLINGS

Expected Educational Level	Number of Children in Family											
	1 or 2		3 or 4		5 or 6		7 or 8		9 or more		No reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
					BOYS*							
Less than high school	19	12.5	52	34.2	37	24.3	21	13.8	23	15.1	–	–
High school	175	11.1	531	33.7	408	25.9	250	15.9	205	13.0	6	0.4
Voc. school, bus. school or some college	271	17.0	575	36.0	391	24.5	189	11.8	165	10.3	5	0.3
College degree	456	23.8	779	40.7	406	21.2	152	7.9	123	6.4	–	–
Uncertain	42	16.7	103	40.9	60	23.8	26	10.3	20	7.9	1	0.4
No reply	45	15.2	71	24.0	78	26.4	50	16.9	52	17.2	1	0.3
					GIRLS**							
Less than high school	8	9.1	30	34.1	21	23.9	10	11.4	17	19.3	2	2.2
High school	198	12.5	466	29.4	401	25.3	262	16.5	254	16.0	5	0.3
Voc. school, bus. school or some college	362	15.8	760	33.2	549	24.0	313	13.7	303	13.1	5	0.2
College degree	348	20.0	665	38.4	369	21.3	173	10.0	176	10.2	1	0.1
Uncertain	40	16.1	74	29.7	60	24.1	39	15.7	36	14.4	–	–
No reply	25	11.0	76	33.3	44	19.3	33	14.5	50	21.9	–	–

*Chi-sq. 194.12 df 12 Significant at .01 level $C = 0.19$

**Chi-sq. 110.40 df 12 Significant at .01 level $\bar{C} = 0.14$

TABLE 58

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO FATHER'S INCOME

Expected Educational Level	Under $3,000		$3,000-$4,999		$5,000-$6,999		$7,000-$9,000		Over $9,000		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
							BOYS*					
Less than high school	39	25.7	21	13.8	27	17.8	10	6.6	35	23.0	20	13.2
High school	313	19.9	319	20.3	271	17.2	190	12.1	226	14.3	256	16.3
Voc. school, bus. school, some col.	259	16.2	331	20.7	329	20.6	241	15.1	267	16.7	169	10.6
College degree	164	8.6	264	13.8	364	19.0	375	19.6	570	29.7	179	9.3
Uncertain	24	9.5	46	18.3	63	25.0	34	13.5	61	24.2	24	9.5
No reply	81	27.0	45	14.9	34	11.5	34	11.5	23	7.8	81	27.4
							GIRLS**					
Less than high school	30	34.1	14	15.9	11	12.5	8	10.2	8	9.1	16	18.2
High school	372	23.5	317	20.0	266	16.8	168	10.6	129	8.1	334	21.0
Voc. school, bus. school, some col.	420	18.3	439	19.2	434	18.9	321	14.0	280	12.2	398	17.4
College degree	243	14.0	296	17.1	346	20.0	280	16.2	315	18.2	252	14.5
Uncertain	49	19.7	41	16.5	40	16.1	24	9.6	32	12.9	63	25.2
No reply	61	26.8	39	17.1	30	13.2	20	8.8	17	7.5	61	26.8

*Chi-sq. 280.87 df 12 Significant at .01 level $C = 0.24$

**Chi-sq. 145.13 df 12 Significant at .01 level $\underline{C} = 0.17$

TABLE 59

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO FATHER'S EDUCATIONAL LEVEL

Expected Educational Level	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
Less than high school	75	49.3	41	27.0	9	5.9	18	11.8	6	3.9	3	2.0
High school	981	62.3	347	22.0	78	5.0	30	1.9	115	7.3	24	1.5
Voc. school, bus. school, some college	842	52.8	397	24.9	218	13.7	52	3.3	75	4.7	12	0.8
College degree	651	34.0	546	28.5	299	15.6	325	17.0	81	4.2	14	0.7
Uncertain	119	47.2	82	32.5	17	6.7	18	7.1	13	5.2	3	1.2
No reply	177	59.1	61	20.6	15	5.1	8	2.7	20	6.8	17	5.7
GIRLS**												
Less than high school	57	64.8	12	13.6	6	6.8	4	4.6	8	9.1	1	1.1
High school	1013	63.9	303	19.1	99	6.2	22	1.4	129	8.1	20	1.3
Voc. school, bus. school, some college	1235	53.9	519	22.6	302	13.2	60	2.6	153	6.7	23	1.0
College degree	674	38.9	458	26.4	281	16.2	222	12.8	85	4.9	12	0.7
Uncertain	136	54.6	56	22.5	16	6.4	9	3.6	30	12.1	2	0.8
No reply	131	57.5	37	16.2	21	9.2	6	2.6	28	12.3	5	2.2

*Chi-sq. 570.14 df 9 Significant at .01 level $\underline{C} = 0.32$

**Chi-sq. 451.47 df 9 Significant at .01 level $\underline{C} = 0.28$

TABLE 60

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO MOTHER'S EDUCATIONAL LEVEL

	Less than High School		High School		Voc. School, Bus. School, Some College		College Degree		Uncertain		No Reply	
Expected Educational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
BOYS*												
Less than high school	64	42.1	52	34.2	11	7.2	17	11.2	7	4.6	1	0.7
High school	850	54.0	535	34.0	66	4.2	25	1.6	83	5.3	16	1.0
Voc. school, bus. school, some college	747	46.8	581	36.4	173	10.8	34	2.1	53	3.3	8	0.5
College degree	535	27.9	785	40.9	300	15.7	244	12.7	48	2.5	6	0.3
Uncertain	99	39.3	106	42.1	23	9.1	13	5.2	10	4.0	1	0.4
No reply	173	57.8	78	26.4	21	7.1	5	1.7	15	5.1	6	2.0
GIRLS**												
Less than high school	49	55.7	27	30.7	5	5.7	0	0.0	6	6.8	1	1.1
High school	961	60.6	431	27.2	60	3.8	14	0.9	101	6.4	19	1.1
Voc. school, bus. school, some college	1093	47.8	766	33.4	262	11.4	44	1.9	118	5.1	9	0.4
College degree	570	32.9	593	34.2	328	18.9	194	11.2	40	2.3	7	0.4
Uncertain	120	48.2	75	30.1	25	10.0	6	24.1	22	8.8	1	0.4
No reply	124	54.4	60	26.3	18	7.9	4	1.8	19	8.3	3	1.3

*Chi-sq. 511.70 df 9 Significant at .01 level $\underline{C} = 0.30$

**Chi-sq. 568.43 df 9 Significant at .01 level $\underline{C} = 0.31$

TABLE 61

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO GRADE POINT AVERAGE

Expected Educational Level	Grade Point Average									
	D		C		B		A		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
					BOYS*					
Less than high school	40	26.3	77	50.7	21	13.8	13	8.6	1	0.7
High school	232	14.7	1075	68.3	199	12.6	30	1.9	39	2.6
Voc. school, business school or some college	124	7.8	1097	68.7	319	20.0	41	2.6	15	1.0
College degree	38	2.0	822	42.9	851	44.4	189	9.9	16	.08
Uncertain	29	11.5	159	63.1	48	19.0	11	4.4	5	2.0
No reply	40	13.5	175	58.8	59	19.6	8	2.7	16	5.4
					GIRLS**					
Less than high school	17	19.3	50	56.8	19	21.6	2	2.3	-	-
High School	141	8.9	1050	66.2	340	21.4	32	2.0	23	1.5
Voc. school, business school or some college	70	3.1	1235	53.9	879	38.3	84	3.6	25	1.1
College degree	35	2.0	464	26.8	959	55.4	253	14.6	21	1.2
Uncertain	11	4.4	135	54.2	86	34.6	12	4.8	5	2.0
No reply	26	11.4	125	54.8	65	28.5	10	4.4	2	0.9

*Chi-sq. 883.34 df9 Significant at .01 level $\underline{C}=0.38$
**Chi-sq. 926.29 df9 Significant at .01 level $\underline{C}=0.38$

TABLE 62

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO ESTIMATED ANNUAL FAMILY INCOME NEEDED

	Less than $3,000		$3,000-$4,999		$5,000-$6,999		$7,000-$9,000		Over $9,000		No Reply	
Expected Educational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
Less than high school	27	17.8	29	19.1	31	20.4	21	13.8	35	23.0	9	5.9
High school	172	10.9	292	18.5	327	20.8	335	21.3	339	21.5	110	7.0
Voc. school, bus. school, some col.	68	4.3	280	17.5	437	27.4	346	21.7	379	23.7	86	5.4
College degree	67	3.5	169	8.8	376	19.6	521	27.2	701	36.6	82	4.3
Uncertain	14	5.6	28	11.1	64	25.4	47	18.7	83	32.9	16	6.3
No reply	42	14.2	47	15.9	62	20.6	47	15.9	45	14.9	55	18.6
						GIRLS**						
Less than high school	14	15.9	19	21.6	14	15.9	12	13.6	21	23.9	8	9.1
High school	142	9.0	302	19.0	358	22.6	278	17.5	302	19.0	204	12.9
Voc. school, bus. school, some col.	130	5.7	373	16.3	574	25.0	554	24.2	477	20.8	184	8.0
College degree	70	4.0	201	11.6	378	21.9	477	27.6	484	27.9	122	7.0
Uncertain	14	5.6	41	16.5	60	24.1	41	16.5	64	25.7	29	11.6
No reply	29	12.7	46	20.2	45	19.7	35	15.4	44	19.3	29	12.7

* Chi-sq. 324.57 df12 Significant at .01 level $\underline{C}=0.25$

**Chi-sq. 157.65 df12 Significant at .01 level $\underline{C}=0.17$

TABLE 63

RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO GRADE LEVEL WHEN OCCUPATIONAL CHOICE MADE

Expected Educational Level	Grade Level Occupational Choice Made											
	8th or below		9th		10 th		11th		12th		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
						BOYS*						
Less than high school	42	27.6	40	26.3	30	19.7	18	11.8	16	10.5	6	3.9
High school	332	21.1	449	28.5	291	18.5	259	16.4	175	11.1	69	4.4
Voc. school, bus. school, or some college	273	17.1	434	27.2	349	21.9	287	18.0	187	11.7	66	4.1
College degree	402	21.0	530	27.7	415	21.7	305	15.9	202	10.5	62	3.2
Uncertain	50	19.8	64	25.4	43	17.1	36	14.3	40	15.9	19	7.5
No reply	42	14.2	95	31.8	37	12.5	13	4.1	17	5.7	94	31.8
						GIRLS**						
Less than high school	24	27.3	24	27.3	20	22.7	8	9.1	11	12.5	1	1.1
High school	329	20.7	455	28.7	326	20.6	235	14.8	177	11.2	64	4.0
Voc. school, bus. school, or some college	534	30.3	669	29.2	478	20.9	353	15.4	210	9.1	48	2.1
College degree	524	30.3	451	26.0	311	18.0	262	15.1	148	8.5	36	2.1
Uncertain	62	24.9	59	23.7	41	16.5	39	15.7	31	12.4	17	6.8
No reply	54	23.7	64	28.1	33	14.5	13	5.7	9	3.9	55	24.1

*Chi-sq. 24.80	df12	Significant at .05 level	$\underline{C}=0.07$
**Chi-sq. 51.59	df12	Significant at .01 level	$\underline{C}=0.10$

TABLE 64

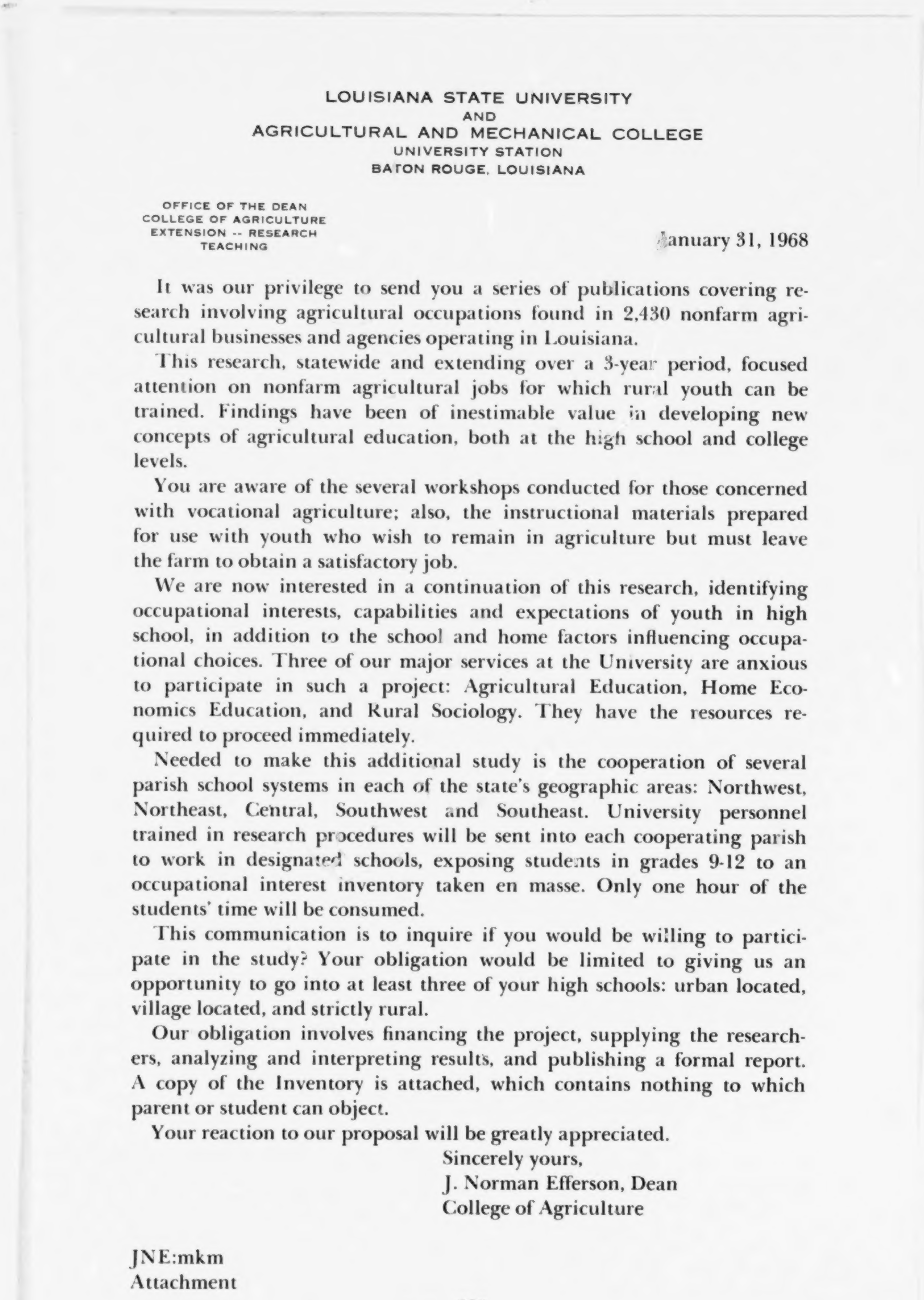
RELATIONSHIP OF EXPECTED EDUCATIONAL LEVEL TO FATHER'S OCCUPATIONAL LEVEL

	Father's Occupational Level													
	High		Med. High		Medium		Med. Low		Low		Misc.		Uncertain	
Expected Educational Level	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
							BOYS*							
Less than high school	6	4.0	23	15.2	51	33.6	19	12.5	22	14.5	8	5.3	23	15.2
High school	60	3.8	188	12.0	586	37.3	299	19.0	222	14.1	35	2.2	186	11.9
Voc. school, bus. school, or some college	80	5.1	555	16.0	676	42.3	259	16.2	191	12.0	47	2.9	88	5.6
College degree	286	15.0	270	14.2	857	44.8	185	9.7	177	9.2	48	2.5	93	4.9
Uncertain	20	7.9	37	14.7	114	45.2	38	15.1	19	7.5	9	3.6	15	7.0
No reply	12	4.1	24	8.1	78	26.4	41	13.9	54	18.2	8	2.7	81	26.7
							GIRLS**							
Less than high school	7	8.0	9	10.2	24	27.3	15	17.1	18	20.4	3	3.4	12	13.6
High school	55	3.5	202	12.7	587	37.0	271	17.1	279	17.6	32	2.0	160	10.1
Voc. school, bus. school, or some college	131	5.7	342	14.9	902	39.4	334	14.6	361	15.7	53	2.3	169	7.4
College degree	229	13.2	282	16.3	626	36.1	206	11.9	242	14.0	42	2.4	105	6.1
Uncertain	12	4.8	41	16.5	92	36.9	38	15.3	36	14.5	8	3.2	22	8.8
No reply	10	4.4	28	12.3	78	34.6	23	10.0	42	18.4	9	3.9	37	16.2

*Chi-sq. 256.74 df12 Significant at .01 level $\underline{C}=0.23$

**Chi-sq. 157.05 df12 Significant at .01 level $\underline{C}=0.17$

APPENDIX D
Participating Parishes
&
Schools



LOUISIANA STATE UNIVERSITY
AND
AGRICULTURAL AND MECHANICAL COLLEGE
UNIVERSITY STATION
BATON ROUGE, LOUISIANA

OFFICE OF THE DEAN
COLLEGE OF AGRICULTURE
EXTENSION -- RESEARCH
TEACHING

January 31, 1968

It was our privilege to send you a series of publications covering research involving agricultural occupations found in 2,430 nonfarm agricultural businesses and agencies operating in Louisiana.

This research, statewide and extending over a 3-year period, focused attention on nonfarm agricultural jobs for which rural youth can be trained. Findings have been of inestimable value in developing new concepts of agricultural education, both at the high school and college levels.

You are aware of the several workshops conducted for those concerned with vocational agriculture; also, the instructional materials prepared for use with youth who wish to remain in agriculture but must leave the farm to obtain a satisfactory job.

We are now interested in a continuation of this research, identifying occupational interests, capabilities and expectations of youth in high school, in addition to the school and home factors influencing occupational choices. Three of our major services at the University are anxious to participate in such a project: Agricultural Education, Home Economics Education, and Rural Sociology. They have the resources required to proceed immediately.

Needed to make this additional study is the cooperation of several parish school systems in each of the state's geographic areas: Northwest, Northeast, Central, Southwest and Southeast. University personnel trained in research procedures will be sent into each cooperating parish to work in designated schools, exposing students in grades 9-12 to an occupational interest inventory taken en masse. Only one hour of the students' time will be consumed.

This communication is to inquire if you would be willing to participate in the study? Your obligation would be limited to giving us an opportunity to go into at least three of your high schools: urban located, village located, and strictly rural.

Our obligation involves financing the project, supplying the researchers, analyzing and interpreting results, and publishing a formal report. A copy of the Inventory is attached, which contains nothing to which parent or student can object.

Your reaction to our proposal will be greatly appreciated.

Sincerely yours,
J. Norman Efferson, Dean
College of Agriculture

JNE:mkm
Attachment

PARISHES AND SCHOOLS

Parish and Schools	Number of Students
Tangipahoa—Dewitt L. Sauls, Superintendent	
Loranger—Stephen Boyette, Principal	120
Spring Creek—M. L. Hart	60
Ponchatoula—A. J. Bodker	725
	905
East Feliciana—M. N. Williams	
Clinton—H. L. Polk, Jr.	220
East Clinton—Mrs. Ola Fisher	365
Jackson—T.W. Prewitt	160
West Jackson—Woodrow Wilson	235
	980
Assumption—N. E. Carmouche	
Assumption—Howard C. Dizney	923
Ascension—W. C. Brunson	
Donaldsonville—Keith Falcon	72
East Ascension—M. B. Gautreau	325
Kennedy—W. L. Christy	100
Lowery—Ralph Ricardo	67
	564
St. Landry—John R. Dupre	
Arnaudville—Ray Sturgis	139
Clark—Lawrence Emmerson	365
Leonville—Remi Kidder	115
Opelousas—Payne Mahfouz	400
Port Barre—John Dupre	215
Melville—Pete Antie	177
Lawtell—Gordain Sibille	142
Morrow—W. C. Fisher	62
Wheatley—Frank J. Gallerson	140
Lincoln—Melvin Thomas	120
Eunice—C. A. Randall	210
Drew—Jonas Mason	283
Woodson—John Vallien	213
	2,581
St. Martin—L. H. Boulet	
Breaux Bridge—Irby Landry	150
Cecelia—Homer J. LeBlanc, Jr.	125
	275
St. Bernard—Joseph J. Davies, Jr.	
Andrew Jackson—Miss Betty Zimmermann	300
Chalmette—Raymond Kent	300
	600
Orleans—Dr. Alton W. Cowan	
Warren Easton—Wilfred O. Head	225

Parish and Schools	Number of Students
Calcasieu—C. W. Hanchey	
Dequincy—Ralph M. Holmes	150
LaGrange—John J. Mims	400
Washington—Mrs. Jessie D. Clifton	250
	800
Beauregard—Mancel Conley	
Carver—B. D. Crain	150
DeRidder—J. R. Gormley	124
Ragley—Judson Shows	70
	344
Grant—T. O. Harrison, Jr.	
Colfax—Norman A. Childers	70
Dry Prong—H. B. Garlington	82
Mary E. Graham—O. D. Smith	88
	240
***East Baton Rouge**—Robert J. Aertker	
Baton Rouge High—Dennis F. Burge	380
Scotlandville—Robert D. West, Jr.	446
	826
*Pilot Study	
Rapides—Allen Nichols	
Pineville—W. R. Barron	180
Rapides—Joe C. Rivet	350
Tioga—Philip R. White	300
	830
Winn—R. L. Terry	
Calvin High School—G. H. Walker	120
Dodson—K. C. Simmons	120
Winn—John R. Cole	300
	540
Union—George L. Cole	
Eastside—O. B. Adams	200
Farmerville—W. D. Clinton	350
Marion—C. W. Causey	96
	646
Ouachita—J. O. Lancaster	
Calhoun—Oscar C. Pace	85
Ouachita—S. T. Howell	360
Richwood—Mrs. Mary F. Goins	165
	610
Richland—J. L. McConathy	
Eula D. Britton—James P. Smith	180
Mangham—Elwyn C. Lyles	160
Rayville—Charles M. Tillman	160
	500

Parish and Schools	Number of Students
Franklin—M. D. Peal	
Crowville—Dwain Tharpe	100
Waverly—Benjamin J. Franklin	100
Winnsboro—Samuel W. Williamson	200
	400
Caddo—Donald L. Kennedy	
North Caddo—O. C. Sanders	250
Booker T. Washington—James C. Merrick	300
Woodlawn—J. Earl Turner	450
	1,000
Webster—R. O. Machen	
Sarepta—Prentis H. Newsom	144
Springhill—Edward Olive	150
Webster—W. Leon Hayes	350
	644
TOTAL	14,433

LOUISIANA STATE UNIVERSITY
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BATON ROUGE · LOUISIANA · 70803
College of Agriculture

OFFICE OF THE DEAN
EXTENSION -- RESEARCH
TEACHING

February 15, 1968

This is to express great appreciation of your willingness to participate in a study to identify the academic and occupational aspirations of youth, plus the factors influencing aspirations.

Dr. C. L. Mondart, Director of the School of Vocational Education, and members of his staff, will undertake the research. Soon, he will communicate with you for developing a procedure satisfactory to all involved.

In preparation for the proposed study, the data gathering device to be employed was applied to some 1,200 local high school students, both boys and girls. Some highly significant observations can be made from this limited sampling, indicating trends which are of vital interest to educators. Some of them considered pertinent are:

1. Academic and occupational aspirations of youth are directly related to family status;
2. School people, generally, have only limited influence on student educational and occupational aspirations;
3. Mothers exert the most influence on girls, both educational and vocational — fathers have the most influence on boys' occupational choice;
4. Counselors influence educational aspirations of youth in school, but influence occupational aspirations to a much lesser extent; and
5. Generally, high school students know little or nothing about the world of work, or the qualifications for work.

Undoubtably, a much larger sampling of high school students taken statewide will tend to establish or redirect some of the trends "pointed-up" by the restricted sample. In either case it is felt that the investigation will prove helpful to all of us concerned with educational programs.

Again, thanking you and with kind personal regards, I am

Sincerely yours,
J. Norman Efferson,
Vice Chancellor and Dean
...College of Agriculture